ENGLISH IN ACTION

TRESSLER

COURSE TWO

Revised Edition

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Marking Symbols

A symbol placed at the beginning of a composition calls attention to a serious or a repeated error.

A — Arrangement. Improve the word order in the sentence. (192–194, 249–251)

Ab — Do not abbreviate or use the Arabic numerals. (60)

Act — Change from passive to active voice.

C — Capital misused or needed. (254, 293)

Cl — Clearness. Make your meaning perfectly clear. (60, 252, 253)

Con — Connective. (18, 84)

Cst — Improve the construction of the sentence. (207, 208, 212, 213, 241–253, 265–276)

D or δ — Omit word or words indicated. (276, 277)

Gr — Grammar. Correct the syntax. (181–194, 226–247)

H — Bad handwriting.

Inc — Incomplete. Not finished.

K — Awkward or clumsy. Rewrite the sentence.

M — Margin. (58)

MS — Manuscript. General appearance of the paper unsatisfactory.

Part — A dangling or misrelated participle. (192–194)

P — Punctuation. (188–191, 198–200, 205–207, 211, 212, 215–217, 220–223, 254–264)

QA — Question not answered or problem not solved.

R — Unjustifiable repetition of word or thought. (275, 276)

Ref — Faulty reference of pronouns. (252, 253)

S — Sentence. Begin a new sentence at the point indicated.

Sp — Spelling. (289–304)

Sub — Subordinate one of the statements. (182–184, 207, 208, 269–274)

Syl — Syllabication. Divide only between syllables. (See the dictionary.)

T — Wrong tense. (191, 192, 230–234)

U — Unity. Rewrite the sentence. (247–249)

V — Vary sentence type. (265–275)

W — Use a correct or better word. Consult the dictionary. (284–288)

½ — Half-sentence. Complete the principal clause.

— Leave more space between words.

Λ — Supply the word or words omitted. (245–247)

¶ — Begin a paragraph here.

¶*U*, ¶*A* — Paragraph unity, arrangement. (15–18)

? — Disputed or questioned statement.

X — Find the error in the line.

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THE PICTOGRAPH

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English in Action

Course Two

Revised Edition

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Bibliothèque

D. C. HEATH AND COMPANY

NEW YORK · BOSTON · CHICAGO
ATLANTA · SAN FRANCISCO · DALLAS · LONDON

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PRINTED IN THE UNITED STATES OF AMERICA

PREFACE

Course Two of *English in Action*, a textbook for the second year of a four-year high school or the first year of a three-year senior high school, continues the training offered in Course One of *English in Action* or Book Three of *Junior English in Action*. Each book in the series provides for a mastery of a few subjects or habit formation rather than for a smattering of many topics or a superficial survey of the entire field of grammar and composition.

Probably there will not be time for all the language activities suggested. In that case the teacher has an opportunity to select. Slow pupils in a class may omit exercises or the more difficult sentences at the end of exercises. Slow classes should, and normal classes may, omit one or more units or sections — for example, the unit on verse writing.

Not by accident is *In Action* a part of the title. True to its name, *English in Action* provides (1) a maximum of examples and practice and a minimum of theory and rules; (2) training in using dynamic English in the ordinary relationships of school, home, and community and in integrating the active life and the intellectual activities of pupils; and (3) preparation for meeting intelligently and effectively the language situations of later life.

Learning to speak and write entirely by ear is, like learning to play the piano by ear, a superficial method. A person so trained never knows whether his sentences are well or badly built. One who understands functional grammar is sentence-sure. In Course One the emphasis is on the simple sentence. Course Two provides systematic training in reading complex sentences and building correct, vigorous complex sentences. "Better Sentences" — Section 4 of Part II — is an example of the application of grammar to the improvement of style.

Believing that no two teachers will wish to present the work in exactly the same order, I have divided the book into two parts,

"Exercises in Speaking and Writing" and "The Sentence and the Word." Part II, the Handbook, provides drill on the fundamental language skills for those who need it and is a reference book on correct usage for young speakers and writers. This arrangement and a full index and table of contents make it easy for the teacher to find the drill exercise which the class most needs at the hour and to use it as a preparation for speaking or writing. Although a study of adjective clauses, for example, becomes valuable only when pupils have a desire to use them as substitutes for some of their *and* and *so* compound sentences and have practice in using them in actual communication, most teachers prefer to decide for themselves when their pupils are ready for this application of grammar to the building of effective sentences.

When a pupil learns to recognize participial phrases or adjective clauses and to use them, he has practice also in punctuating them. After this drill he thinks of punctuation as using grammar to make ideas clear, not as a game of chance.

In matters of divided usage the text is liberal, not puristic or pedantic. Having pupils correct expressions which a majority of the American and British experts in linguistics accept is worse than a waste of time. A teacher who in the classroom or in the preparation of a textbook leans backward in matters of usage in the hope that pupils will stand upright loses their confidence and cannot lead them.

With few exceptions the terminology of the Joint Committee on Grammatical Nomenclature has been used. When the Joint Committee name is unnecessarily difficult, it has been placed in parenthesis after a simpler old, established term.

Because testing is an essential part of teaching, the text contains varied mastery tests so constructed that either the teacher or the pupils can score them quickly and accurately. To provide an opportunity for retesting after reteaching I have included two equally difficult forms of every mastery test. Teachers who like to begin with a diagnostic test may give one mastery test as a pretest and the other as a final test, and thus measure achievement and progress.

Since a maintenance program is necessary in English instruc-

tion, Course Two provides review which prevents forgetting and helps pupils to relearn what has been forgotten. The spelling section, for example, includes the words presented in Course One.

The units on "Interviews," "Reports," "Speaking and Listening," "Writing for Publication," "The Class as a Club," and "The Library" have been inserted in response to a growing demand for work of these types in the tenth grade. Reading, speaking, writing, and listening are the four language arts. The best way to learn to write is by writing for publication. The use of the library is an essential part of a reading program. Moreover, training pupils to find the answers to their questions or the material they need for discussions and reports is more important than filling their heads with facts. When the class is turned into a club, pupils have an opportunity to originate, organize, and think for themselves.

To hundreds of friendly critics in widely scattered secondary schools I am grateful for ideas and material. Mrs. Marie Stigers, a librarian of the Richmond Hill High School, read the manuscript of the library unit and suggested a number of ways of making it more useful to teachers and pupils. To Miss Kathryn Tressler, New Providence (New Jersey) Junior High School; Miss Evelyn Sprado; and Miss Albertine Reynolds I am indebted for valuable assistance.

J. C. Tressler

CONTENTS

Part I—Speaking and Writing

Unit		Page
1.	Interviews	3
	Information or Advice	3
	Permission	5
	Making a Purchase	7
2.	Building Paragraphs	8
	Details	8
	Examples	10
	Comparison and Contrast	11
	Cause and Effect	14
	Unity	15
	Bridges	18
	Emphasis	19
	Sentences	23
3.	Writing Social Letters	25
	Heading, Salutation	25
	Complimentary Close, Signature	26
	Paper, Envelope, Folding	26
	Body	27
	Informal Notes of Invitation, Acceptance, and Regret	27
	Thanks	30
	Apology and Explanation	31
	School Notes	32
4.	Reports	36
	Material	37
	Observing	37
	Trip or Place of Interest	39
	Investigation of Sources	40
	Note-Taking	42
	Planning and Outlining	43

UNIT PAGE

Book Review 45
Book Jacket 48
Reviewing Motion Pictures 49
Radio 51

5. WRITING BUSINESS LETTERS 53
Heading 53
Address 54
Salutation, Complimentary Close 55
Signature 56
Envelope Address and Return Card 56
Letter Picture 58
Paper and Folding 58
Body 58
Order Letter 61
Claim 62
Adjustment 64
Asking for Information 66
Reporting an Accident 68
Change of Address 71

6. DESCRIBING 72
Observing 72
Sense Impressions in Advertisements 74
Word Pictures 76
Describing Sounds 77
Comparing 78
Planning a Description 81
Connectives 84
Action 85
Identifying 88

7. THE CLASS AS A CLUB 89
Organization — First Day 89
Making a Motion 90
To Amend a Motion 90
To Withdraw a Motion 91
To Lay a Motion on the Table 91
Election of Officers 91

UNIT PAGE

Duties of Officers and Committees 92
Minutes 93
Order of Business 93
Organization — Second Meeting 94
Constitution and By-Laws 96
Programs 96

8. SPEAKING AND LISTENING 100
Reciting 101
Purpose 101
Plan 102
Memorize, Read, or Talk the Speech? 103
Before the Mirror 104
Enunciation and Pronunciation 104
Voice 105
Silences between Sentences 106
Speaking to the Audience as Individuals 107
Clearness and Interest 108
Anecdote 109
Listening 111
Beginning and Ending 114
Announcement 116
Sales Talk 116
How to Memorize Poetry 117

9. THINKING, DISCUSSING, AND DEBATING 120
What Thinking Is 120
Faulty Reasoning 122
Group Discussion 129
Preparing for Discussion 129
Joining in Group Discussion 131
Leading a Discussion 133
Persuading 135
Debating 137
Material 138
Teamwork and Main Points 139
Introduction, Proof 140
Speaking 140
Refuting 141

UNIT PAGE

10. WRITING FOR PUBLICATION 144
The School Newspaper 144
Arrangement of a News Story 144
Lead 144
Paragraphs 146
Accuracy 146
Editorializing 146
Editorial 149
The School Magazine 151
Stories 151
Experiences 153
Poetry 153
Class Paper 155

11. THE LIBRARY 156
The Care of Books 156
The Unabridged Dictionary 156
Encyclopedias 160
Short Story and Drama Indexes 162
Your Own Library 162

12. WRITING VERSE 164
Rhythm 166
Iambic Verse 166
Anapestic, Trochaic, Dactylic Verse 169
Rime 170
Stanza 171
Limerick 173

Part II—The Sentence and the Word

SECTION

1. PARTICIPLES, INFINITIVES, AND GERUNDS 181
Participle 181
Using Participles 182
Gerund 184
Infinitive 186
Punctuation 188
Tense 191
Dangling Phrases 192

SECTION PAGE

2. COMPOUND AND COMPLEX SENTENCES 195
Compound Sentences 195
How to Recognize a Compound Sentence 197
Punctuation 198
Adjective Clauses 200
Relative Pronoun 201
Punctuation 205
Using Adjective Clauses 207
Adverb Clauses 208
Punctuation 211
Using Adverb Clauses 212
Noun Clauses 213
Punctuation of Quotations 215
Silent Reading 224

3. CORRECT AND CLEAR SENTENCES 226
Verbs and Pronouns in Compound and Complex Sentences . 226
Case of Pronouns 226
Agreement of Pronoun and Antecedent 227
Agreement of Verb with Subject 228
Tense 230
Might, *Could*, *Would*, and *Should* 233
Subjunctive Mood 234
Use of Comparative and Superlative 237
Confusion of Prepositions and Conjunctions 238
Syntactical Redundance 241
Elliptical Sentences 244
Incorrect Omissions 245
Unity 247
Misplaced Modifiers 249
Correct Conjunctions 251
Clearness 252
Capitalization 254
Punctuation 254

4. BETTER SENTENCES 265
Something Other than Adjectives before the Subject . . . 265
Complex Sentence 269
Appositive 270

SECTION PAGE

Compound Predicate 272
Participle 272
Interrogative, Imperative, and Exclamatory Sentences . . 274
Repetition 275
Wordiness 276

5. MASTERING WORDS 278
Word Building 278
Synonyms 282
Antonyms, Homonyms 283
Overworked Words 284
Slang 285
Specific Words 286
Accurate Words 287

6. SPELLING 289
How to Learn to Spell 290
Ten Hardest Words 290
Possessives 291
Apostrophe for Omission 292
Capitals 293
Plurals in *oes* and *os* 294
Ei and *ie* 294
Compounds 295
Homonyms 297
Hard Spots 298
Final *y* 298
Final *e* 299
Doubling Final Consonants 301

7. ENUNCIATING AND PRONOUNCING 305
Vowel Errors 305
Pronunciation Practice and Matches 310

APPENDIX 313
Less Important Case Uses 313
Principal Parts of Verbs 314
Conjugation of *To Be* and *To See* 317, 319
Synopsis of *To Call* 321

INDEX 323

LIST OF ILLUSTRATIONS

	Page
The Pictograph	*Frontispiece*
A Japanese Class	13
Robert E. Lee's Birthplace at Stratford, Virginia	17
Washington's Home at Mount Vernon	17
Harvesting Wheat in the West	21
Harvesting Wheat in the Near East	22
The History of Humor	23
Observing a Grizzly Bear Family	36
Book Jacket	49
Amelia Earhart	51
Reaching for a Big One	73
Kitchen of the Wayside Inn	86
The Song of the Lark	112
A Scout Building a Troop Knot Board	113
The Beginning of the Hunt	184
Milk Delivery in Bruges, Belgium	194

ENGLISH IN ACTION

Course Two

Part I — Speaking and Writing

UNIT ONE

INTERVIEWS

Information or Advice

One of the best ways to gain information is to interview a person who is an authority on the subject, for his knowledge will be thorough and his point of view fresh and practical. First, make an appointment for the interview, by letter, in person, or by telephone, clearly and courteously giving your name and your reason for asking for an interview, but leaving the time and the date to the person to be interviewed.

Prepare for the interview by learning enough about the subject to ask questions and listen intelligently and enough about the person to phrase your questions tactfully. Make a mental list of the topics on which you seek information, and prepare in advance several questions covering the subject.

Be punctual and politely introduce yourself. When the person to be interviewed has asked you to be seated, state briefly your purpose in coming and introduce your subject with a good question. If you are well prepared, you will be able to keep the discussion on the topic in which you are interested and secure the information you wish. Be as punctual to leave as you were to arrive and express your appreciation for the favor of the interview.

If you use correct English and are courteous, earnest, and enthusiastic, the person interviewed will respond with interest, friendliness, and helpfulness.

Practice 1

Here is a student interview with an authority on a subject. How does it measure up to the standards of a good interview just given? Prove your points.

PAUL (entering Dr. Saunders' office and addressing the nurse at the desk). My name is Paul Hyde. I have an appointment at ten-thirty for an interview with Dr. Saunders.

NURSE. The doctor will see you immediately. (She ushers him into the consulting room.) Paul Hyde to see you, doctor.

DR. SAUNDERS (rising and shaking Paul's hand). Good morning. Won't you be seated?

PAUL. Good morning, Dr. Saunders. (He sits.) I asked the favor of an interview because I'm considering medicine as a profession. I'd like to get some first-hand information.

DR. SAUNDERS (laughing). Fire away!

PAUL. Well then, what qualities must the successful physician possess, Dr. Saunders?

DR. SAUNDERS. I should say that first of all he must have a sound and vigorous body. A physician's time is never his own, you know, and he practically never gets the rest and recreation that are necessary for good health. He must also have a cheerful disposition and must love his work enough to make the sacrifices his profession demands.

PAUL. What are these sacrifices you speak of, doctor?

DR. SAUNDERS. Well, the first seems to me to be the years of hard work spent in training at college, medical school, and as an interne. Then when the young doctor begins to practice, he must sacrifice his leisure and even his necessary rest in caring for his patients. When he does get a few spare moments, he must spend them in study in order to keep pace with improvements in treatments and progress in science — that is, if he's a good doctor.

PAUL. Then what benefits does a doctor derive from his profession? It seems to me that such continuous hard work would make any doctor lose his cheerful disposition.

DR. SAUNDERS. No, Paul, it wouldn't. Especially if he's a born physician. I believe that the doctor's chief reward is the pleasure which comes from public service. Nine-tenths of the general practitioners are glad to earn a fair living. If a doctor is truly interested in his profession, his work will be all he asks. I don't want to discourage you, but you must remember that if you decide to become a physician.

PAUL (rising). Thank you very much for granting me this interview, Dr. Saunders. You haven't discouraged me. You've made me more eager to become a physician. Good-bye.

Practice 2

1. Choose a partner and prepare to present before the class an interview, one pupil acting as interviewer, the other as an authority on some subject: raising chickens, catching trout, teaching a dog tricks, baking cakes, taking care of an automobile, California, table manners, kites, radio programs, stamp-collecting, making model airplanes, football, photography, chemical experiments, dramatics, or the like.

2. Interview a person and write a report of your interview including (1) the person's name and position, (2) why you interviewed him, (3) the difficulties which you experienced in reaching him, (4) where you interviewed him, (5) his personal appearance, and (6) your questions and his answers. Do not record every word spoken, but include the main points of the discussion and any especially important remarks. Some interesting people to interview are:

1. A teacher of your favorite subject. 2. An outstanding person in the business or profession you would like to enter or train for after graduation from high school. 3. The football, baseball, track, or swimming coach. 4. The librarian. 5. The oldest resident of your town or neighborhood. 6. The bank teller in charge of pupil bank accounts. 7. A public official in your community. 8. The manager of a department store. 9. The editor of a newspaper. 10. The police captain in the school precinct. 11. Any person who does interesting work — farmer, gardener, actor, musician, architect, carpenter, traffic officer, social worker.

Permission

As a preparation for asking permission, marshal as many sound reasons as you can. Don't take up a person's time unless you have convincing reasons to support your request. Find out what you can about the person to be interviewed, put yourself in his place, and try to foresee his objections. Your courtesy, sincerity, and correct English will help you to win your case.

After introducing yourself, come to the point immediately and state your purpose clearly and briefly. With his possible objections in mind, state your soundest and most convincing arguments first; then follow up with other reasons. Stress those points which will most appeal to him. If you have carefully studied your subject, you will be able to answer questions intelligently.

At the end of the interview, even if your request is refused, thank the person courteously for granting you the interview.

Practice 3

The following is a pupil interview. Is Howard's method of presenting his request good? Why?

MR. LYNN. Good afternoon. (He motions to a chair and sits down.)

HOWARD. Good afternoon. (Sits.) My name is Howard Peele and I represent the English 28 class of the Hamilton High School. We are preparing a class paper and would like to visit your newspaper plant to find out how a real newspaper is published. There are thirty pupils in the class. Miss Collins, our English teacher, will come with us.

MR. LYNN. I see. On what date would you like to make the visit?

HOWARD. Any week day after three or any time on Saturdays.

MR. LYNN. Well, I'll be very glad to permit your group to visit the plant. If you'll leave your name, address, and telephone number with my secretary, she will notify you a week in advance.

HOWARD. Thank you very much, Mr. Lynn. We appreciate your kindness in permitting us to see how a newspaper is published. Good day.

Practice 4

Choose a partner and act out an interview in which you try to secure permission to take some action — for example:

1. To visit a knitting mill. 2. To visit a typewriter (or any other) factory. 3. To visit a biological experiment station. 4. To use the auditorium for a club entertainment. 5. To use a science laboratory for a meeting of the Science Club. 6. To organize a club. 7. To use the

gymnasium for a basketball game. 8. To hold a party. 9. To hold a contest. 10. To use the visual education room one period. 11. To change your program. 12. To go home to lunch every day.

Making a Purchase

Standards

1. Describe clearly the article you wish to see: quality, color, size, shape, material, manufacturer, or anything else which will help the salesperson to find it quickly.

2. Be courteous, saying, "Will you please show me" or "I should like to see" instead of "Show me" or "I want."

3. If an article does not meet your requirements, explain why; perhaps the salesman can show you a more satisfactory article.

4. Don't compare unfavorably the article shown you with a competitor's article. Such criticism is, as a rule, both ill-mannered and useless, for ordinarily the salesman has no control over the price or the type of articles which are given him to sell.

5. Above all, never make a salesperson display his entire stock when you have no intention of buying.

Practice 5

Dramatize scenes suggested by the following list. In each, one pupil will act as the salesperson and another as the customer.

1. Leather loose-leaf notebook. 2. Fountain pen. 3. Camera. 4. Tennis racket. 5. Swimming or tank suit. 6. Pair of shoes. 7. Sweaters for a basketball team. 8. Book. 9. Dress. 10. Coat. 11. Wrist watch. 12. Bicycle. 13. Baseball glove. 14. Pair of skates. 15. Necktie. 16. Hat. 17. Radio. 18. Vegetables. 19. Bookcase. 20. Another article.

UNIT TWO

BUILDING PARAGRAPHS

A paragraph is a group of sentences developing one topic. Although paragraphs vary widely in length from the short ones to an occasional long one of 250 or 300 words, a good length for ordinary writing is 100 to 150 words. Don't write a paragraph pages long or start a new paragraph for each sentence. In dialog each speech is a paragraph.

When one writes or speaks a paragraph, it is wise to start with a topic sentence making clear what single thought he is going to develop. A topic sentence is a brief but complete statement of the subject of a paragraph. Although commonly placed at or near the beginning of the paragraph, it may be kept for an emphatic last sentence and is occasionally omitted.

Details

One way of developing a paragraph is by adding details. If you start with the topic sentence "Jones Beach is a good place to spend a summer day," you will, of course, add details or particulars about the beach — its location, bathhouses, swimming pool, flowers, restaurant, games, classes, and clean beach.

Practice 1

1. Has each of the following paragraphs a topic sentence? If so, what is it?
2. What details about Peggy are given? About Dicky? About the junk yard?

Peggy

My dog, Peggy, is most unusual. As playthings she uses nails, bolts, and tennis balls. She sleeps in an old clothesbasket, which no one

dares to touch. Peggy will not eat her meals unless they are cut up and served on a plate. When she wants something to eat, she has a way of putting out her tongue, and she begs very prettily to win strangers' hearts and their cake. Peggy is just a common dog but, oh, how temperamental! — PUPIL

Dicky

My pet bird, Dicky, who is sitting over there on the flower pot looking about to see if anyone is coming after him, is very mischievous for his size, but as in many other cases the size doesn't mean a thing. If he is caught, he politely winks at you, flies away, and then comes back again when you aren't looking. My mother threatens to keep him in his cage, but I believe Dicky understands that she is too fond of him to do that. When he is scolded, he hops on the person's shoulder and looks so innocently sweet that all is forgiven. Dicky scolds us too and even punishes, especially after he has been given a bath. When he gets too dirty from flying around and has to have a soap bath, like a little child he scolds, and when it's all over Dicky doesn't bother with us. We give him something he likes; he eats it and then runs away before anyone can come near him. The little rascal seems to know that we will coax him back into friendliness. Some people have the idea that birds haven't much sense. They don't know Dicky! — PUPIL

The Junk Yard

As you stroll down Spruce Street from an attractive neighborhood into the poorer section, you pass a row of drab gray houses and come upon a high board fence covered with theater posters that partly hide its lack of paint. This fence surrounds a place discreetly called by its owner an "old metal shop," although many of its wares are not "old metal"; it would be called a junk yard by anyone not so inventive. Most of its rusty and shabby merchandise is lying around in great disorder in an open yard. Here you find broken-down automobiles and their motors that will never be sold, and a variety of other bric-a-brac. At one corner of the yard is a shed where are kept more valuable articles, such as partly worn tires and tubes, half-worn spark plugs, a sled with twisted runners, some plate glass salvaged from a row of demolished stores, and old nuts, screws, and other partly rusted hardware. The owner sits here also looking as if he were for sale, so well does he fit into the pattern of his yard. — PUPIL

Practice 2

Select two of the following topic sentences. By adding details develop one into a good oral paragraph and the other into an effective written paragraph.

1. My cat (dog, bird, horse, brother, sister, uncle) is most unusual.
2. In the train opposite me sat the oddest-looking man I have ever seen.
3. The baby kept me busy while Mother was out calling.
4. My grandfather is an extraordinary man.
5. The Gordons' living room (or any other room) is attractive.
6. I enjoyed watching the monkey.
7. Our automobile trip last summer was one I shall not forget.
8. A milkman sees the world from an unusual point of view.
9. In the novelty shop window was a variety of articles.
10. What a queer insect it was!
11. An interesting parade passed down Main Street.
12. The lake front by moonlight was a beautiful sight.
13. My first day in high school was an exciting one.
14. It was a wonderful outing.
15. At a glance I knew I would like the cottage.

Examples

Usually the examples are an important half of an explanation because they help us to see clearly the point. Hence one of the best ways to develop a topic sentence into a paragraph is by giving examples.

Practice 3

1. What is the topic sentence in the following paragraph?
2. What examples illustrate it?
3. What comparisons are there in the examples?

Half the world, it is said, knows not how the other half lives. The Eskimo, in his hut of ice, understands naught of the life of the Australian Bushman. The Nomad of the North, clad in many furs, wonders how the cannibal can live, without freezing, unclad. Savages, on the other

hand, would be perplexed at the superior culture, poor though it is, of the Eskimo. In their flimsy structures, built to withstand earthquakes, the native sons of Nippon marvel at our huge buildings, which they themselves, on account of the nature of their land, cannot build. The Oriental also wonders at our manner of dress, and we, in turn, consider his novel. All the world does not see ways of living in the same light, for "East is East and West is West, and never the twain shall meet." — PUPIL

Practice 4

Select two of the following. By giving examples develop one into a vivid oral paragraph and the other into a good written paragraph.

1. If you watch children at the age of three playing, you can expect to have a good laugh.
2. Aviators have performed many marvelous feats in the last ten years.
3. The radio has many interesting programs.
4. I have my likes and dislikes in regard to books.
5. A slip of the tongue sometimes puts one in an embarrassing position.
6. My dog is very playful.
7. The idol of yesterday is pushed out of the public's mind by the hero of today.
8. My dinner last night came from many parts of the world.
9. Some people never learn except by experience.
10. My adventures in camp were thrilling.
11. A traveler must become accustomed to all sorts of inconveniences.
12. Moving day had its trials.
13. A boy on patrol has many duties.
14. One can often judge a person by his shoes.
15. Honesty is the best policy.

Comparison and Contrast

If you were describing a tiger to a small boy or girl who had never seen one, you would compare it with a cat. Comparisons and contrasts help us to make our ideas clear.

Practice 5

1. Has each of the paragraphs a topic sentence? What?
2. In what ways are *Heidi* and *Jan and Betje* alike? In what respects does the setting of the two books differ?
3. Would you like the first paragraph better if the writer had discussed *Heidi* in the first half and *Jan and Betje* in the second half? Why?
4. How are requesting and ordering contrasted?

The Setting of *Heidi* and *Jan and Betje*

Switzerland and Holland are the backgrounds of two fascinating stories about children. *Heidi* is an old story of the life of a little girl who lives in the Swiss Alps. *Jan and Betje* is a short tale of two children who have their home on a barge which sails the canals of Holland. *Heidi* opens with a sunrise on the mountains, while *Jan and Betje* starts with a sunrise on the canal. Holland, as everybody knows, is low, flat land with countless waterways cutting in every direction. Switzerland, on the contrary, is high, mountainous country. Many people of Holland live in tiny tile houses, in windmills, or, as in *Jan and Betje*, on boats. The boats are large and flat, and sail the canals all summer long. When winter comes, however, and the canals are frozen over, the family must live on land. In Switzerland many country people live in small pine log cabins and in summer drive their goats up the mountain every day to graze. The two stories have delightful but very different backgrounds. — PUPIL

Requesting and Ordering

There is a certain amount of obstinacy in everyone, and many times ordering instead of requesting increases it. The order, "John, come here. I want you to go to the store for me," usually provokes the answer, "Aw gee, I'm busy." On the other hand, the request, "John, will you please go to the store for me? I have to darn your sweater, and I haven't time to go," receives the cheerful answer, "All right, Mother, in a jiffy." This applies not alone to mothers and sons but also to other people. Even though a person knows he has to carry out a suggestion or a command, he does his duty with more good will when he is asked instead of ordered. — PUPIL

Practice 6

Select two of the following. By comparing or contrasting develop one into a lively oral paragraph and the other into a pointed written paragraph.

1. Basketball is a better game than volley ball.
2. My dog is very different from Harold's.
3. Jean and Helen, though sisters, are quite different. (Substitute any two names.)
4. The farmer has many advantages over the city man.
5. City life is quite different from country life.
6. Some poems are more interesting than others.
7. The radio has both valuable and worthless programs.
8. If I had my choice, I would rather go to Spain than to Germany. (You may substitute states, cities, or other countries.)
9. The childhood of Lincoln was quite different from that of Washington.
10. I would rather live in —— than in ——. (Supply names of states or cities.)
11. For a vacation I prefer the mountains to the seashore (or the seashore to the mountains).
12. Some pupils get a great deal more out of high school than others.

Publishers' Photo Service

A Japanese Class

Practice 7

Pictures in this book suggest comparisons. In a paragraph compare —

1. A Japanese class (page 13) with your class. 2. The home of Washington at Mount Vernon, Virginia, with the birthplace of Robert E. Lee at Stratford, Virginia (page 17). 3. Harvesting wheat in the Near East (page 22) and in the West (page 21). 4. The kitchen of the Wayside Inn (page 86) with a modern kitchen.

Cause and Effect

A common way of building a paragraph is by starting with a statement and then giving reasons or results — that is, causes or effects.

Practice 8

1. What is the topic sentence?
2. What reason is given?
3. What comparison makes the paragraph more interesting?

One Cause of Poverty

Thrift in times of plenty is sensible. Often people who are living comfortably and sometimes even in wealth forget during their period of prosperity that a period of adversity is sure to come. They are like the small boy who thinks that the sun will continue to shine and that therefore he doesn't need to own an umbrella. These persons proceed to buy luxuries which they cannot afford and to indulge in pleasures beyond their means. Glib salesmen, enticing advertisements, and the small payment-down systems aid them in their folly. Finally, however, a cloud hides the sun of prosperity, the rain begins to fall, and since they lack the umbrella called savings, they find themselves drenched, with their feet standing in the puddle of want. Thus we see thoughtlessness in good times as one cause of poverty. — PUPIL

Practice 9

Select one topic from each of the following groups. By giving reasons build one convincing oral paragraph and another good written paragraph.

Why we should —

1. Be kind to animals. 2. Exercise in the open air every day. 3. Study English. 4. Read good books. 5. Be good citizens of the school. 6. Select with care the moving pictures we attend. 7. Use our best English in conversation. 8. Play fair. 9. Tell the truth. 10. Be proud of our city (or state).

Why I like —

1. *Rebecca of Sunnybrook Farm* (or another book). 2. Baseball (or another game). 3. The mountains. 4. The seashore. 5. General science (or another subject). 6. Camping. 7. Gardening. 8. The radio. 9. Motoring. 10. Cooking. 11. A relative of mine. 12. A friend of mine.

Unity

Unity means oneness. A paragraph is unified if it sticks to the subject. While planning the paragraph, ask yourself frequently, "Is this on the subject?" If the answer is "No," cross out the detail or example. Likewise when you revise your paragraph, ask, "Have I held to my subject throughout?" If the completed paragraph is unified, you can sum it up in a sentence.

Practice 10

Show that the following paragraphs lack unity:

1

My favorite sport is baseball. Every fair day about a dozen of us go out to Forest Park after school and have a lively game. We knock the ball all over the lot, field it, run bases, and argue until the sun goes down. Then we race home to dinner. When I am reading or am in school, I wear glasses. I attend Jackson High School and am in the ninth grade.

— Pupil

2

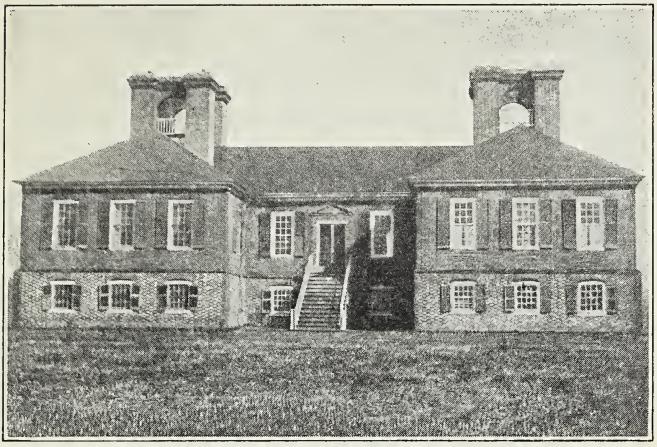
Methods of travel and transportation in New York City have greatly improved. In the time of the Dutch the methods of travel and transportation in the city were very poor indeed. The only ways to travel in those days were by horseback, carriage, and foot. Traveling over

sea was done in sailing vessels, which depended upon the wind for motion. Therefore a trip was long and tedious. As time passed, the methods became better and better, until the steam engine was invented and put into practical use. A little later the steamship was also invented and used. But these motorized vehicles were yet to be greatly improved. And now we come to the present day with subways and overhead trains that greatly improve the method of traveling. — PUPIL

Practice 11

Using one of the following topic sentences as a foundation, build a paragraph. First gather material, searching especially for examples, illustrations, comparisons, pictures, and other concrete support of the topic sentence. Ask, "How?" "Why?" "What?" "What of it?" "What is it like or unlike?" "What example or illustration will make my point clear?" and "How do I know?" Then write the plan, write the paragraph, revise thoroughly and carefully, and copy neatly both the plan and the paragraph.

1. There is one like him in every class.
2. There are some people who think cats aren't intelligent, but I say they are.
3. Everyone should learn how to swim.
4. That was the busiest half hour of my life.
5. Forgetfulness sometimes leads to much embarrassment.
6. A hike through the woods is interesting.
7. Clean-up week is essential for the safety of homes and lives.
8. Theodore Roosevelt had outstanding characteristics.
9. During the month the moon presents different appearances to an observer.
10. All is not gold that glitters.
11. The grounds were liberally fringed with spectators, who had never before witnessed a scene so thrilling.
12. To be successful in any branch of business, one must be interested in his work.
13. There are many things one can do in case of fire.
14. Prompt and intelligent first aid, deftly tendered, is a life-saving accomplishment when accidents occur on the road.



Robert E. Lee's Birthplace at Stratford, Virginia

Washington's Home at Mount Vernon

15. People often make fun of "star gazers," but they would be very badly off if it were not for the star gazers.

16. A hunter needs patience, endurance, and skill.

17. Many poor boys have become great men.

18. *Popular Science Monthly* (or another magazine) is a magazine I enjoy.

Bridges

A steel, concrete, or wooden bridge joins the two banks of a river; a word bridge joins two sentences or paragraphs and keeps the reader's thought in the path the writer or speaker wishes him to take. Useful word bridges are *this, that, these, those, such, same,* personal pronouns, repeated nouns, adverbs, and such conjunctions and connective phrases as *moreover, likewise, in the same way, next, then, hence, consequently, in fact, in other words, for example, finally, however, on the contrary.*

Practice 12

Add eight useful word bridges to the list just given.

Example:

(The bridge words or phrases are italicized.)

Every girl should learn how to make her own dresses because of the numerous advantages in knowing how to sew. *In the first place,* there is a great saving in money, which she can invest in more materials for new dresses. Every *girl* likes to have an extensive wardrobe. *Moreover* nobody likes to have a dress that is duplicated by almost everyone she meets. In making one's own clothes, this danger is lessened. *Indeed,* if a girl is clever, she can design her frocks herself, and so have exclusive models with an individual touch. *Another* advantage of sewing is that it teaches patience, an admirable virtue. *Therefore* the girl who has learned to sew well has a substantial handicap over her helpless sister.

— Pupil

Practice 13

On two of the following topic sentences plan and write paragraphs. Stick to your subjects. Make your develop-

ment full and complete. Use as many word bridges as are needed. Underscore all conjunctions and connective phrases used to bridge the gaps between sentences.

1. Just then I heard a strange noise outside my window.
2. I fished a long time before I caught anything.
3. He showed great courage that time.
4. You can't get something for nothing.
5. Covering a book is a simple operation if it is done correctly.
6. One night while I was staying at Lake George (or another place) I had a strange experience.
7. There are books, plays, and people that should have poison labels on them to warn us of their contents.
8. During a summer vacation at Lake Mahopac (or another place) one may enjoy many sports.
9. A place of interest I visited this summer was the Congressional Library (or another).
10. *A Son of the Middle Border* (or another book) is worth reading.
11. My favorite movie actor is Lionel Barrymore (or another).
12. Winter is a very enjoyable season.
13. Although some of us do not think so, Latin helps to prepare us for later years.
14. The Y. M. C. A. benefits every boy that joins.
15. He tramped in, where a surprise awaited him.
16. Eat at your table as you would eat at the table of a king.
17. Practice makes perfect.
18. Everyone really ought to read *The Mutineers* by Hawes (or another book).
19. Owning a dog has its disadvantages.
20. There are several reasons why I have chosen detective work (or another occupation) for my life work.
21. The smoking of cigarettes is harmful.
22. What you know after studying depends on the way you study.

Emphasis

Emphasis requires that significant matters stand out and unimportant details keep in the background. The beginning and the ending of a paragraph, story, magazine article, or book are especially important. First impressions are lasting,

and the ending is longest remembered. If you have run a hundred-yard race, you know that it is important to be off with the crack of the pistol and to cross the finish line at top speed. To make a paragraph emphatic place the important ideas near the beginning and the end and give them the most space.

Some workmen when the quitting hour arrives just drop their tools and run. Others — bank clerks, for example — complete the work of the day before going home. There are likewise two ways of ending a paragraph — just stopping and finishing it. A good way to end a paragraph is to close it with the most important sentence.

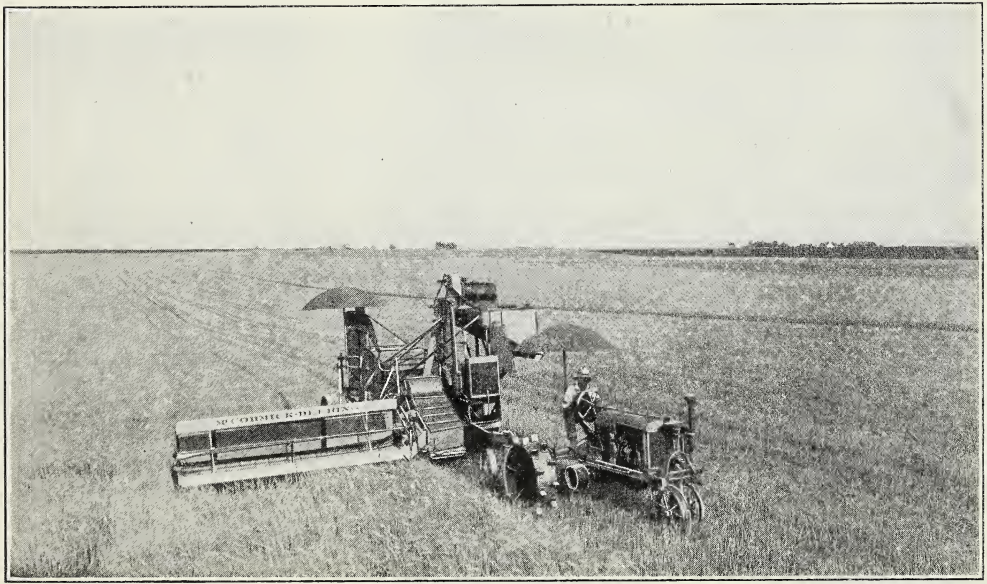
Practice 14

Examine each of the following paragraphs and answer these questions about it:

1. Has it a topic sentence? What?
2. Does it show evidence of planning? What?
3. Does the paragraph stick to its subject? Prove.
4. Are word bridges used? What?
5. Are the most important ideas placed near the beginning and the end and given most space?
6. How is the paragraph developed?

1

With the crowding of people into the cities has come a greater appreciation of nature and increased interest in the *Nature Magazine*. Although we city dwellers are deprived of the joys of the fields and woods, we may turn the pages of the *Nature Magazine* and see the same sights, hear the same sounds, and smell the same fragrances as we could in the wide open spaces. Reading the *Nature Magazine* is like spending a holiday in the great outdoors; watching the wild ducks in their flight through the clear, blue sky; drinking in the pure air of the forests while sitting motionless on a rock; and watching and waiting, scarcely breathing, while the timid wild creatures carry on their daily life. What finer sentiment could be inspired in children than the love of living and growing things? — PUPIL



Book Illustrations Service

HARVESTING WHEAT IN THE WEST

2

How much of our language do dogs understand? Perhaps a good deal more than we generally imagine. In learning a foreign language a person arrives at a stage where most of what the foreign people say is broadly intelligible to him, and yet he cannot express himself. Very young children understand a great deal before they are able to express themselves in words. Even horses — and horses are incomparably less intelligent than dogs — understand a complete vocabulary of orders. May not a dog of ability enter to some extent into the meaning of spoken language, even though he may never be able to use it? — PUPIL

Practice 15

Find in a magazine article, a newspaper editorial, or a book two unusually good paragraphs and show that they are excellent. Has each paragraph a topic sentence? Unity? A plan? Word bridges? Emphasis? How is each paragraph developed?

Courtesy International Harvester Company

HARVESTING WHEAT IN THE NEAR EAST

Sentences

Study pages 265–277 on better sentences and apply the ideas in your speaking and writing.

Practice 16

Improve the following brief paragraphs:

1

I should like to be an engineer. I have always been interested in building. I have often built model bridges with a set I have at home. I have decided to go to Pratt Institute. I am going to save all the money I can make during my spare time. I shall use it for my expenses in college.

Courtesy "Saturday Evening Post"

THE HISTORY OF HUMOR

2

This book is very interesting. It has beautiful pictures and poems of all kinds. The book contains seventy-two pages. The poetry was written by the students of Lincoln High. The pictures were also drawn

by the pupils. They worked very hard on this book. The book has an attractive cover. The title of the book is in gold letters.

3

I am a great lover of sports. I play many interesting games such as football, baseball, basketball, hockey, and tennis. My favorite is basketball. I like it because it is full of action. I want to be a champion at basketball. I play with a team called the Dexter Five. It is made up of boys from Wilson High School. I am only a substitute on the team. I hope to be a regular next year.

Practice 17

On two of the following topics write good paragraphs. In your building and revision apply all the suggestions in this unit.

1. Two minutes to play. 2. My favorite athlete. 3. Why we lost the game. 4. My own library. 5. My earliest ambition. 6. My dog hates his bath. 7. A true sportsman. 8. A costly error. 9. Qualities of a good captain. 10. My favorite radio announcer. 11. A book I like. 12. An unusual room. 13. The well-dressed high school girl. 14. My room and my sister's. 15. An ideal chum. 16. A good motto. 17. Is bluffing worth while? 18. What is school spirit? 19. Good sportsmanship in the bleachers. 20. One cause of failure in high school. 21. My hobby. 22. My favorite author. 23. Our club. 24. Mastering a new stroke in swimming. 25. The best plaything I ever had.

Practice 18

Explain clearly in a good paragraph the meaning of the cartoon "The History of Humor" (page 23). What point, thought, or idea does the cartoonist illustrate?

UNIT THREE

WRITING SOCIAL LETTERS

Heading

As the examples in this chapter illustrate, the better practice is to use a slanting, sloping, or indented margin for the lines of the heading of a friendly letter, to avoid abbreviations, and to use commas only after the day of the month and the name of the city or town. The first line of the heading begins ordinarily slightly to the left of the center of the page. Begin far enough to the left to avoid crowding. Never omit your address unless you are sure that the person to whom you are writing knows it.

535 Griswold Street
Detroit, Michigan
June 26, 1937

Dear Frank,

_____

_____

Sincerely yours,
Oswald Raikes

Salutation

The salutation of a friendly letter may be —

Dear Bob,
Dear Uncle Jack,
Dear Mrs. Hamilton,
Dear old Pal,
Dear Dad,
Dearest Mother,
My dear Helen,
My dear little Nancy,

or a similar expression, and is followed by a comma. The first word and all nouns are capitalized.

Complimentary Close

Begin the complimentary close about half way across the page, capitalize only the first word, and place a comma after it. Correct complimentary closes are —

Sincerely yours,
Cordially yours,
Your loving brother,
Affectionately your sister,
Lovingly yours,
Faithfully yours,
Yours affectionately,
Your friend,

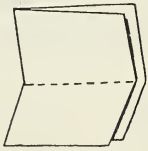
Signature

Begin the signature a little farther to the right than the complimentary close and write it plainly. There is no punctuation mark after it. Signing the letter with your first name or a nickname is risky unless your name and address are on the envelope. Before mailing a letter make sure that it will return to you — not land in the dead-letter office — if it does not reach the person written to.

Paper, Envelope, Folding

The friendly letter is usually written on one or more double sheets of paper. A note may be written on a correspondence card. The envelope matches the paper and is half the size of the double sheet.

The superscription should occupy a little more than the lower half of the envelope and should begin slightly to the left of the center. Write your name and address in the upper left corner. Use slant form for both superscription and return card. It is better not to abbreviate.



To enclose a double sheet in an envelope fold the lower half over the upper half. Place the letter in the envelope with the crease at the bottom of the envelope.

Body

When you sit down to write a letter, think of the things you would say if you were talking with your friend instead of writing to him. What is he most interested in? Get out his latest letter and answer any questions he may have asked. Lively accounts of your experiences, your school and club activities, the sports you are enjoying, books you are reading, and motion pictures and plays you have seen make interesting reading. Avoid secrets and malicious gossip. Never write sarcastically or in anger. Don't devote your letter to a catalog of your troubles; be cheerful and entertaining.

Since friendly letters are substitutes for conversation, they should, as closely as possible, resemble conversation. Colloquialisms and contractions (*aren't, isn't, don't, doesn't, I'll,* and *they're*) make your letters sound intimate and natural — in a word, like *you.*

Informal Notes of Invitation, Acceptance, and Regret

An informal invitation should be cordial and should contain all necessary information. Notice that Alice Ward, when in the following letter she invites Lucille Johnson to join the Reading Club, makes clear what the purpose, the activities, the dues, and the time and place of meeting of the club are and who the members are.

The reply should be prompt and definite, and, whether an acceptance or a regret, should show that the writer really appreciates the kindness of his friend.

1518 Second Avenue North
Minneapolis, Minnesota
September 30, 1935

Dear Lucille,

I am sure you have heard me speak about the Reading Club of which I am a member, and of the jolly times we have at our meetings.

The members of the club now invite you to join. All the girls would like to have you one of our group.

The club is composed of nine girls, some of whom, Betty, Dorothy, and Eleanor, you know. We meet every Friday at seven o'clock at the homes of the members. The purpose of the meetings is to read and discuss books, plays, and poetry, old and new. Occasionally we also go in a group to see either the stage or a motion-picture version of a book. The dues of the club, ten cents per meeting, we use either to buy books or to pay for the refreshments.

I know you enjoy reading and am sure you would find the girls congenial. When you decide, will you please write to Mary Brooks, 324 St. James Street.

Sincerely yours,
Alice Ward

145 Fifth Avenue North
Minneapolis, Minnesota
October 3, 1935

Dear Alice,

Of course, I shall be delighted to join! Who wouldn't if reading were her hobby and the girls in the club were perfectly lovely?

I have written to Mary Brooks, accepting the club's invitation, and thought I would let you know my decision. I thank you all heartily for asking me to join and am sure I shall have fine times.

Do come to see me soon. Just phone me first so I shall know when to expect you.

Cordially yours,
Lucille Johnson

814 Comstock Avenue
Syracuse, New York
December 9, 1935

Dear Harriet,

Will I visit you during the Christmas holidays? Well, I should say so. Your mother is kind indeed to be willing to add me to her jolly family during the holiday season.

It will be wonderful for you and me to be together again for a whole week. Vividly I remember the good times that you gave us up at camp, especially your party on the beach.

On Saturday morning, December 22, I shall take the train for New York that is scheduled to reach Grand Central Station at 5:24 P.M.

Your loving friend,
Ruth (Buster) Dudley

8409 117th Street
Richmond Hill, New York
February 6, 1936

Dear Jack,

When I got up this morning, I was the crossest person in creation. The reason? Well, you know how you feel on Monday morning: a whole week of school, homework, and more school. Yes, our house was a dreary place.

Then your letter came! Miracles were performed! You saved Mother from nervous prostration, Dad from apoplexy, and me from passing out of existence entirely. Now I have something to look forward to all week. It is needless to say that I shall be very much among those present at your party on Friday evening.

Gratefully yours,
Edward

217 168th Street
Jamaica, New York
November 3, 1935

Dear Isabel,

Father has tickets for the Dartmouth-Columbia game on the eighteenth. We'd like very much to have you go with us. We're leaving on the 1:09 train to the city and we'll call for you about one o'clock. Dress warmly, as it usually rains or snows. Get ready to yell yourself hoarse for Dartmouth.

Call me Tuesday evening.

Your loving friend,
Caryl

Practice 1

1. As Lucille Johnson decline the invitation to join the Reading Club.

2. Write Harriet's invitation which Ruth Dudley accepted. Also for Ruth send regrets to Harriet.

3. Invite a friend to spend next Saturday and Sunday with you. Also for the friend accept the invitation.

4. Ask a friend to go with you to a summer camp or on an excursion or outing. Be definite about the time, place, distance, expense, clothing, and equipment.

5. Invite a friend to a baseball or a basketball game or a school play or entertainment. For him send regrets.

6. Invite a friend to go riding or hiking with you. Explain conditions fully.

7. Invite a friend to go to a movie with you. Explain why you selected one picture in preference to others being shown. Write also both acceptance and regrets to the invitation.

8. For your principal invite your parents to visit the school during Open School Week or to enjoy an exhibition or entertainment. Give good reasons for your parents' coming to school.

9. For your class invite the principal, the chairman of the English department, or another English class to visit your class for a special lesson, a dramatization, a program, a demonstration, or a debate. All the pupils may write this invitation with the understanding that the best one will be sent.

10. Write Jack's invitation which Edward accepted.

Thanks

A Christmas or a birthday gift, a kindness, or hospitality calls for a prompt letter of thanks evidencing cordial and sincere gratitude. The time to write a "bread-and-butter" letter is the day you reach home or the next one. Putting off writing it indicates a lack of breeding or of appreciation of the hospitality. The letter should dwell on the pleasant features of the visit and may mention the return trip and one's family.

8920 Jamaica Avenue
Woodhaven, New York
December 27, 1935

Dear Uncle George,

You must be a mind reader, fortune teller, or something of the sort to know exactly what I wanted for Christmas. Only the other day I brought down from the attic my pair of ice skates, looked them over,

and then carried them back again in despair. Their usefulness is ended, and I said to myself, " No skating for me this winter." Then on Christmas morning I opened your package and found beautiful brand-new skates. Can you imagine how happy I was? Thank you so much for them.

Marion came home last Wednesday from Wellesley and hasn't stopped yet telling us about that wonderful college and her experiences as a freshman.

When are you and Aunt Gertrude coming to visit us? Soon, we all hope.

Your grateful niece,
Beatrice

Practice 2

1. Thank your hostess for a pleasant week-end visit. Include an entertaining account of an incident of the journey home.
2. Thank your uncle for the gift of a year's subscription to a magazine you particularly enjoy.
3. Thank a friend for a birthday or a Christmas gift.

Apology and Explanation

A letter of apology in which the writer spends most of his time defending himself is useless — and amusing. Why write at all if you are not ready frankly to admit you're wrong? Of course, one must differentiate between an apology for wrongdoing and an explanation of an unavoidable failure to keep an appointment or a promise.

289 Twelfth Street
Dayton, Ohio
December 11, 1936

Dear Paul,

I'm deeply sorry I failed to keep my appointment with you Saturday morning. It was due to my carelessness entirely. When I awoke I had forgotten all about our plans for the day. About ten o'clock I remembered and hurried to the station. Of course, you were no longer

upon the platform, but I went to the museum as planned. As you know, I didn't meet you there, and the day was spoiled for both of us.

Please forgive me. I assure you that I'll be less forgetful next time.

Your friend,
Walter Arnoldi

Practice 3

1. You have been mean, cranky, unreasonable, rude, untruthful, or disagreeable. Apologize to a friend who has been a victim.
2. In a letter explain why you were unable to keep an appointment or a promise.

School Notes

As a high school student you will probably at some time wish to write a note explaining a lack of preparation or requesting a change of program. As secretary of a class or club, you may have to write notes inviting parents, instructors, and the principal to a special meeting or program. If you are invited to join a school club, you will, of course, reply promptly. During illness you may want to write to an instructor or a classmate asking for assignments to work on at home. All school notes should be clear, correct, courteous, and adequate.

140 Jackson Avenue
New Orleans, Louisiana
September 27, 1936

My dear Mr. Coleman,

Please excuse Frances's absence on Thursday and Friday, September 24 and 25. She sprained her ankle and was unable to attend school.

Sincerely yours,
Eleanor D. Hadley
(Mrs. Arthur P. Hadley)

241 North Michigan Avenue
Chicago, Illinois
May 12, 1935

My dear Mr. Stenson,

I am very sorry I can't have a grammar poster ready on the day specified.

I was absent on the day it was assigned and learned about it only this morning. Since I didn't have the necessary drawing paper, pen, and ink in school, I couldn't work on it during my study period today.

If you permit me to bring the poster in late, I will hand it to you tomorrow.

Sincerely yours,
Stanley Schlesinger

Eleanor McMain High School
New Orleans, Louisiana
November 1, 1935

My dear Miss Kennedy,

The Writers' Club of Eleanor McMain High School cordially invites you to a special meeting to be held in the Music Room on Friday afternoon, November 22, from three o'clock until five.

The club will have as its guest speaker Mr. Bert Lyons, the motion picture scenario writer, who will speak on "Filming the Masterpieces of English Literature." A series of short sketches written by club members will be presented, and refreshments will be served.

Won't you please come?

Sincerely yours,
Maud Cronin
Secretary

160 Tuxedo Avenue
Detroit, Michigan
December 15, 1935

Dear Miss Walker,

A few days ago the second edition of our class newspaper was published. How proud we were when the paper was finished and we gathered around and admired our handiwork!

Your kindness in allowing us to use your office and equipment, in guiding our efforts, and in helping us over the rough spots, made our work pleasurable and, we feel, successful. Every member of the class wishes to express his appreciation of your assistance.

Sincerely yours,
Leroy Gordon
Secretary

Practice 4

1. Write to a classmate telling her (him) of your illness and asking her (him) to bring you the next week's assignments in English and French or two other subjects.

2. As secretary of the Book Club write to your speech instructor asking her to attend a rehearsal of your play and make suggestions.

3. As secretary of the Science Club, write to your high school librarian expressing the club's appreciation for her assistance in gathering material for two special programs.

4. Write a note to your grade adviser or principal requesting a change of program, giving good reasons and all necessary information.

5. The pupils in rotation have arranged to write a daily letter to an injured classmate and to include the English homework assignment. Write your letter.

6. Invite another class, the principal, or the head of the English department to attend a class program.

Practice 5

1. To your English teacher write a lively letter about the book you have just completed as a part of your free reading.

2. Thank a friend for a book you borrowed and show him that you enjoyed reading it.

3. To a friend write about a play or a moving picture you enjoyed.

4. To your English teacher write about your magazine reading: the magazines you read; articles, stories, or poems you have recently enjoyed; your favorite magazine; and your reasons for preferring it.

5. In a letter to your parents, who are away, tell entertainingly the family news.

6. To a friend write a true travel letter based on a trip you have taken or an imaginative letter based on a travel book you have read. Share the new scenes and acquaintances with your friend.

7. Write to a friend who has moved to another city. Include school news.

8. To your uncle write a letter explaining what you have chosen as your life work and how you decided on this vocation. Or tell about your activities this year in and out of school and your plans for next summer.

9. Write a letter to your grandmother on her birthday.

10. To a friend write of thrilling or amusing experiences in school or out of school.

11. To a pupil in a high school in a distant state write about your city, town, community, or school — for example, about places of interest in your community or about school customs.

UNIT FOUR

REPORTS

When William Beebe returns from deep-sea explorations in his bathysphere, when Colonel Lindbergh returns from his aërial travels over thousands of miles of land and sea, when a great scientist makes a discovery, the astonished world listens in fascination to the reports of his findings. Most of us do not have the good fortune to amaze the world with our marvelous investigations or explorations. But we can report clearly and entertainingly to our associates the results of our own experiences and observations.

J. E. Haynes, St. Paul, Minnesota

Observing a Grizzly Bear Family

Material

For many reports your own observations will supply you with abundant and interesting subject matter. A clear, lively report of a visit to a factory, school, college, museum, botanical garden, fish hatchery, broadcasting station, zoo, or historical landmark will entertain and instruct your classmates and will be a review for you of your pleasant experience. Information on various topics of current interest can be obtained through conversation with your parents, teachers, or persons who are authorities on the subject. One of the main sources of information, however, is books.

Observing

A scientist who has learned to observe sees as much of interest in a bee or a fly as an ordinary person does in a monkey or a bear. If in science class your reports lack necessary details, probably the reason is that you don't see

exactly what happens. We see what we carefully observe, not what we lazily look at. As a preparation for reporting, take a good look at each part of the scene and each actor, see just what each actor does, and then memorize the pictures and details as you memorize poetry.

Practice 1

Did the pupil who wrote "A Strange Insect" on page 38 observe like a young scientist? Prove.

A Strange Insect

One day last summer, while I was in the garden, my attention was attracted to one of the most curious insects I have ever seen. It was about four and one-half inches long. Pea-green wings covered most of its body.

My father told me that it was a praying mantis. We decided to put it in a cage, originally intended for butterflies, to study it more closely. My father looked it up in a book on natural history and found that it is a rare insect in this section of the country and that it is called a praying mantis because it frequently holds up its two front legs in an attitude of prayer. We learned also that its favorite food is grasshoppers.

As we did not want the insect to starve and the grasshoppers were plentiful in the garden, we caught several and put them in the cage. Before long, to our great surprise, the praying mantis, which up to that time had hardly moved from its first position, suddenly grabbed a grasshopper with its powerful front legs and started to eat it. In less than no time the grasshopper had disappeared.

We placed a dish of water before it, whereupon it submerged its mouth for a period of at least two minutes and drank its fill, then washed its face in the manner of a cat that has just finished a delicious morsel, and settled back for its afternoon nap. I say "nap" because we could not attract its attention without actually touching it. — PUPIL

Practice 2

By taking a good long look at each detail and memorizing what you observe, get something to say before reporting on one or more of these topics:

1. An ant hill. Watch a colony of ants for fifteen minutes and tell what they do. 2. A half hour with a baby. 3. My little brother or sister. 4. Five minutes of an exciting game. 5. On a train or a boat. 6. What I saw on the way to school. 7. In the woods. 8. A swimming lesson. 9. The fire. 10. A street faker. 11. A crank in a restaurant. 12. How the house was moved. 13. How the cellar was excavated. 14. How the road was repaired. 15. How the bird built its nest or fed its young. 16. The play that won the game. 17. A brave or a kind act. 18. Excitement on our street. 19. At the circus. 20. How the race was won. 21. An automobile accident. Explain to a jury just how

the accident happened. 22. Waiting for the train. 23. What I saw on a streetcar. 24. I observe a restless boy (or girl) in my class. 25. A spider at work. 26. A cat playing with a mouse.

Trip or Place of Interest

In reporting a trip or visit to a place of interest don't catalog everything you saw; pick out a few important details and make your reader see them as clearly as you did. Facts and observations are often arranged in chronological (time) order.

Practice 3

1. What details are included in the following report of a visit? How are they arranged?
2. Make a topical outline of the report.

A New England Basket Maker

During a vacation near Chesterfield, Massachusetts, Helen and I visited a tiny, airy little workshop with a sign bearing the title "Higgins' Baskets." A young man dressed in overalls, with the keen, rather nervous face and long fingers of an artist, was working at a table over which hung many baskets for different purposes. Noticing our interest in his work, he offered to show us the steps in the production of a basket which is stout enough to be used for many years.

First he showed us a white ash log which had been cut into sections. White ash, he explained, is used because it is pliable and is the one type of wood whose annual growth layers can be separated by pounding into thin, uniform sheets.

Picking up a piece, Mr. Higgins went over to an old-fashioned machine which had come from his father's shop. With this handmade instrument he cut the short log into a rectangle and smoothed all four sides. Then he took the piece over to a twenty-horse-power machine which had a heavy hammer. One end of the piece was placed under this hammer, which separated the end into even divisions according to the grain. It was then possible to split long thin strips from the original piece. Another machine smoothed the strips and made them true. A tool which had been constructed from an old wringer cut them into the desired length and width.

The strips were then ready to be woven. Several solid wooden forms of various sizes and shapes are used as patterns for the baskets. From one form may come a wood basket; from another, a bushel basket; from another, a basket for vines.

Since modern machine-made baskets can be constructed so cheaply, the old-fashioned method of making them by hand has all but disappeared. Unfortunately Mr. Higgins' baskets are rather expensive. Yet people come from all over the country to buy them because their careful construction makes them not only durable, but even works of art. — PUPIL

Practice 4

Prepare a report of a trip or a visit to a place of interest. One class presented the following reports:

1. The Aquarium. 2. The Indian section of the Museum of Natural History. 3. Bond Bread bakery. 4. Times Building. 5. Radio City. 6. News Building. 7. Bronx Zoo. 8. A model farm. 9. Garden City Press. 10. Roosevelt Field. 11. Glass factory. 12. Beechnut Factory. 13. Statue of Liberty. 14. Mt. Desert Island. 15. An airplane carrier. 16. An ocean liner. 17. Riverside Church. 18. St. Patrick's Cathedral. 19. Waldorf-Astoria Hotel. 20. Longfellow's home in Cambridge. 21. Sleepy Hollow. 22. The House of Seven Gables. 23. New York Public Library. 24. Egyptian room in the Metropolitan Museum. 25. Armor in the Metropolitan Museum.

Investigation of Sources

With your subject definitely in mind, go through your textbooks to see if they contain any information you can use. If the subject of your report is "How a Beaver Builds His Dam," look in the index of your biology book for the word *beaver*. If you find something valuable, jot down on a small slip of paper or a 3 × 5 inch card the name of the author, the title of the book, and the pages on which you found your information. This form is convenient:

Smallwood, W. M., Reveley, I. L., and Bailey, G. A. *New General Biology*. Allyn and Bacon. 1929. p. 215–17.

If you adopt this form, use it consistently in noting the titles and authors of books from which you obtain information.

When you have examined all the material your textbooks can give you, go to the school or public library and consult a good encyclopedia — the *New International Encyclopedia*, or *Encyclopedia Americana*, for example. Follow up all cross references closely related to your topic. For each encyclopedia article from which you obtain information, jot down on a separate slip or card the title of the article, the name of the encyclopedia, the volume number, and the page numbers. Here is the form commonly used:

Beavers. In *New International Encyclopedia*. v. 3, p. 24–27.

If still further information is necessary to make the report complete, go to the card catalog in your library and look for a card which bears the subject of your report — in this case, look for the word *beaver*. You will probably find the titles of several books listed after this key word. Here is a book you might find interesting.

Millis, E. A. *In Beaver World*. Houghton Mifflin. 1913.

Remember to use the index at the back of each book; it will give the exact pages on which you may find detailed information.

When each book or article from which you got material has been noted on a separate slip or card, these slips should be arranged in alphabetical order according to author's last name. In the case of encyclopedia articles, the title of the article is arranged alphabetically with the authors' names. This alphabetical list of your sources of information is called a bibliography. Here is the bibliography which was placed at the end of the written report "Engineer Beaver Builds a Dam":

Beavers. In *New International Encyclopedia*. Dodd. 1922–25. v. 3, p. 24–27.

Millis, E. A. *In Beaver World*. Houghton Mifflin. 1913.

Smallwood, W. M., Reveley, I. L., and Bailey, G. A. *New General Biology*. Allyn and Bacon. 1929. p. 215–17.

If your report is written out, your bibliography should be added at the end. When books are used to gather information, no report is complete without a bibliography.

Note-Taking

After you have located usable material and have made the entry for your bibliography, you are ready to take notes. Using 3 × 5 inch cards or small sheets of paper, jot down all the important facts or ideas which you think may be of value, directly or indirectly, in making your report. Use only one side of the card, and use a separate card for every important fact or idea.

It is a waste of time to take down everything an author says, for many of his ideas will have nothing whatever to do with your topic. Before beginning to write, therefore, test each bit of information by asking yourself, "What bearing has this on my subject?"

Read carefully. When you find an interesting or significant idea, make a brief note of it on your slip IN YOUR OWN WORDS. Copying word for word from the book, or changing around one or two words in a passage to make it look different is dishonest. If, however, you discover a sentence or two which expresses tersely and interestingly exactly what you want to say, enclose it in quotations and make a note of who said it. Then later, when you present your report orally or in written form, give full credit for the quotation. The following is one of the simplest ways of quoting an authority:

Zaidee Brown says, "Facts are common property, but thoughts and ideas should not be written as if original when they are really borrowed."

Use abbreviations and contractions freely, but be sure that they will be perfectly clear to you when you later come to decipher them.

Topic

In deciding on a topic consider the time or word limit of your report. Is your topic too large for adequate development in the time set by your instructor? Since it was impossible to report on the subject "Beavers" in three or four minutes, one pupil decided to limit his topic to "The Family Life of the Beaver." Because this also proved too broad a subject, he finally decided on "Engineer Beaver Builds a Dam" as a topic.

Planning and Outlining

Only by planning can you be sure of fashioning your jottings into a clear, orderly, unified report free from repetition. And planning not only insures a better report but also saves time by preventing wasted effort. To revise an outline is easy; to rearrange a report is much harder.

Here are the notes a pupil gathered in preparing his report.

Engineer Beaver Builds a Dam

1. Some dams over 1,000 feet long, usually 20 to 30 feet long
2. Purpose of dams: to deepen water near lodges
3. Every beaver works independently — no supervisors
4. Stream must have firm bottom
5. Logs dragged, floated, rolled, carried to water
6. Dams made of trees felled by gnawing
7. Logs cut in suitable lengths and branches cut off
8. Trees felled toward water
9. Logs sunk parallel with current
10. Deep water necessary to pass under ice in winter and to store logs for food
11. Logs weighted down with stone, mud, etc.
12. Dams provide water to float logs to lodges

These notes are not equally important. What are the main points? Most reports answer the questions "Who?" "When?" "Where?" "What?" "How?" and "Why?" or some of them. After shifting his notes about in various ways, this pupil finally selected these four main topics:

1. Purpose of dam
2. Site
3. Preparation of materials
4. Construction

To clarify his ideas before beginning to write and to arrange them in a sensible order, he made the following topical outline or written plan of his report.

I. Purpose — deepening water about beaver's lodge
   A. To keep open passage under ice in winter
   B. To store extra food
   C. To float logs down to lodge
II. Site
   A. Narrow stream or pond
   B. Shallow water
   C. Solid river bed
III. Preparation of materials
   A. Felling trees by gnawing
   B. Trimming off branches
   C. Cutting trunks into convenient lengths
IV. Construction
   A. Dragging, floating, or rolling logs to site
   B. Sinking logs parallel with current
   C. Weighting logs with mud, stones, and timber
   D. Working independently

Practice 5

1. Pick out a topic in civics, science, or art which interests you and write an outline and a report. Use at least three sources of information and put your bibliography at the end. The following topics may help you to find a good one.

1. Making a balanced aquarium. 2. What the United States does to preserve bird life and why. 3. How to raise apples. 4. A comparison of the life of an ant and the life of a man. 5. The green plant as a food factory. 6. Luther Burbank's miracles with plants. 7. Probation as a form of crime prevention. 8. Means of preserving the health of our community. 9. Louis Pasteur or another eminent scientist. 10. An inventor. 11. Uses of compressed air. 12. Methods of heating a home. 13. Air conditioning. 14. Recent progress in aviation. 15. Vitamins. 16. The effects of cigarette smoking. 17. Traffic problems. 18. Carelessness and fires. 19. Frauds in marketing. 20. Volcanoes. 21. Art in the home. 22. Art in dress. 23. Art in the community.

2. Prepare a short oral report on your hobby. Hand in the outline and the bibliography.

Book Review

The importance of the book review or report steadily increases as the number of printed books increases. By reading good book reviews in magazines or newspapers one finds out which new books to read and also picks up some information about the numerous books which he hasn't time to read.

An oral or written book report should make clear to the reader what the book is about, whether it is well written, and whether it is worth reading. Like many other explanations, a book review may include narration, description, and argument.

The topics to be discussed vary with the book. In reporting on a biography, for example, one may discuss —

1. The lasting work done by the subject of the biography
2. His traits
3. Difficulties overcome
4. The English of the author
5. The fairness and accuracy of the biography
6. Comparison of this book with another biography
7. Reasons for liking or disliking the book

The fiction or drama report may be a discussion of a number of these topics:

1. Setting (scene in which the story takes place)
2. Scenes that would be effective on the stage
3. Plot (plan, including the tangling up of the story and the final unraveling)
4. The characters
5. The theme or central idea
6. Suspense (delaying telling the reader what he is eager to know)
7. Foreshadowing (giving hints about what is to come)
8. The beginning and the ending
9. Climaxes
10. Words added to reader's vocabulary
11. Clearness, force, and beauty of style
12. Humor
13. Evidence of the author's character and personality
14. Comparison with other books
15. The best part of the story
16. Reasons for liking or disliking the book

It is better to discuss three or four of these topics and to illustrate or prove your statements than to talk vaguely about a dozen. Don't try to reproduce the entire book; give just enough of the very best in the book to interest the reader. If you say that the characters are lifelike, the sentences are hard to understand, or there is a great deal of humor in the book, give one or more examples to illustrate or prove your point.

Practice 6

What topics might one talk or write about in a report on a long poem or a volume of poetry?

Topics of Paragraphs

An abbreviated outline for a short composition is a list of the topics of the paragraphs. Writing such a list helps one to arrange his material and to stick to the point in each

paragraph. Notice that for each paragraph of the following book review there is one numbered topic, consisting of a noun and modifiers.

Example of book review preceded by topics of paragraphs:

Edge of the Jungle

by William Beebe

1. Subjects discussed
2. The army ant
3. Humor
4. The author's English

Edge of the Jungle is dedicated to the hundreds of bugs, insects, flowers, and small animals that Beebe has observed. The entire manuscript of the book, with the exception of one chapter, was written in the British Guiana jungles. Beebe vividly describes the actions of the insects and the joy and pleasure he received from watching them perform their daily deeds.

In two or three chapters he tells of the wonders of the army ants which sweep over the country and destroy everything in their path. As luck would have it, they settled in an unused corner of Beebe's house. They clambered up the walls and had soon finished a nest for themselves. The precision and skill with which they worked would have done credit to a master craftsman. One group bored out the nest, another carried the refuse away, and still another brought food to the young. That life is a survival of the fittest is shown by the way the injured and old warrior ants work until the last minute of their lives and are later gathered together by the "cleaning squad," as Beebe calls them.

A few incidents in the book are rather amusing. It makes me smile to think of Beebe sitting under the ant nest, covered by a heavy rain coat and hat, wearing rubber gloves and boots, and continually spilling turpentine and other odorous substances around his feet in order to keep the ants from climbing the legs of the chair on which he was sitting. A humorous incident occurred when Beebe was riding along in a coach to the Botanical Gardens. Suddenly he ordered the driver to halt, as he saw a rare flower blooming on the marshy edge of a stream which ran close to the road. He got out of the coach, and climbed out along a low branch. As he was reaching for the flower, he slipped and fell into the stream! But he succeeded in getting the rare flower.

Beebe's style is easy to understand. A vocabulary at the back of the book explains the technical terms. The manner in which he describes insects and animals makes one feel as if he were watching them rather than reading about them. — PUPIL

Practice 7

1. Prepare an oral or a written review of the book you have just completed as supplementary or free reading. If the assignment is a written report, write a review that is worth publishing in the school paper. Write first either the topics of the paragraphs or a complete outline. Perhaps after the reports have been given, your teacher will ask how many would like to read each of the books reported on.

2. Compare two other books that you have completed this term as supplementary reading. Write first either the topics of the paragraphs or a complete outline.

Book Jacket

The jacket on a new book, a form of advertising, has two sides, a back, and two flaps. On the first flap is placed a summary or "blurb" — the publisher's report on the new book.

MANNERS FOR MILLIONS

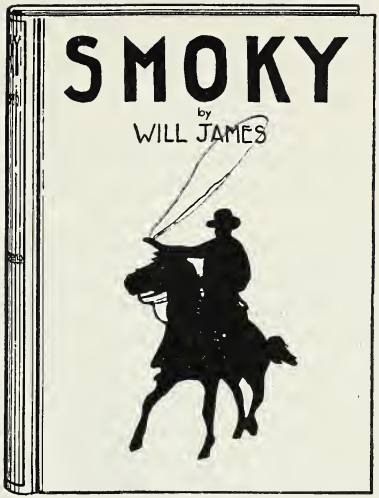
is different

The ordinary "etiquette book" tells how to dress the butler, the maids, and the chauffeur; how to give a ten-course dinner for a dozen people; how to carry out an expensive church wedding or how to give a ball.

While such matters are of importance to some people, they seldom find a place in the daily life of the average man or woman.

Yet it is possible for people of comparatively limited means to so conduct themselves day by day in their own business and social circles as to win the admiration and friendship of every worth-while person with whom they come in contact.

MANNERS FOR MILLIONS tells how this may be done. It tells what to do and what not to do. Those who profit by the book will acquire a reputation for politeness, for courtesy, and for good breeding, the practical value of which will be beyond calculation.



Book Jacket Prepared by a Pupil

Practice 8

1. For a book jacket prepare a brief report or "blurb" on a book you have recently read.

2. Many classes enjoy preparing book jackets and exhibiting the best on the bulletin board. To prepare a jacket for a book you have just read, first examine two or three covers of new books. Notice what is on the first and the last page, the back, and both flaps. Then imitate. Perhaps your art teacher will help you to make the jacket attractive.

Reviewing Motion Pictures

Like the book review, the motion picture review guides our selection of photoplays and summarizes for us pictures we don't go to see. The following items may be treated briefly in a single review, or one or two of them may serve as a basis for a report:

1. *Main idea* or theme of the play. Is the main idea clear and important?

2. *Story.* Briefly sketch in the most important points. Is the story original? True to life? Does the humor fit naturally into the situation? Does the interest rise from the beginning to the climax? Is the ending logical?

3. *Acting.* Do the actors fit their parts? Is the acting sincere and natural? Is it exaggerated?

4. *Direction.* Has the director introduced some novel stage effects which raise the play above the ordinary level? Are useless scenes included or necessary ones left out?

5. *Photography.* Do the scenes follow each other smoothly? What skillful uses of lighting did you notice? Are most of the scenes medium shots and a few long shots and close-ups? Is there any beautiful photography?

6. *Settings.* Are the settings simple? Do they seem appropriate? Real? Do the settings and costumes accurately represent the period?

7. *Sound.* Is the story told principally by action or by dialog? Does the dialog interest or bore people? Does it seem real? Do the actors speak effectively? Are their voices pleasing and suited to the characters? Does the photoplay have unusual sound effects? Do they seem natural? Is the music suitable?

Practice 9

1. Using two or more of the topics given above, report orally on a moving picture you have seen. Illustrate or prove your points.

2. Clip from newspapers three motion picture reviews and bring them to class. Which of the three is most valuable to a person who shops for his movies? Why?

3. Including at least five of the seven points mentioned above, write a review of the best photoplay you have seen

this year. Good reviews may be made into a booklet and serve as a movie guide for the class.

Radio

Side by side on a radio program are excellent orchestras, entertaining dramas and operas, interesting speakers on

Acme

AMELIA EARHART SPEAKING INTO THE MICROPHONE

current events, clever humorists, the world's worst jazz bands, dull lecturers, singers without voices, and so-called comedians who make an intelligent listener weep. Here is a typical example of radio humor on its lower levels:

FIRST GAGGER. Let's sing "Sitting on a Log."
SECOND GAGGER. What you ought to do is sit on a tack.
FIRST GAGGER. Oh, yeah!

Because the radio brings into our homes programs varying widely in quality and intended for different classes of people, most of us need help in finding the best and avoiding wasting our time.

Practice 10

Using the following items as a guide, report on the best radio program you have listened to within a week:

1. Name of program, time presented, and broadcasting station.
2. Type of program: concert, lecture, drama, news items, etc.
3. Highlights of the program — a brief sketch of the main features.
4. Criticism of the plan of the program. Smooth transitions? Good continuity?
5. Your reasons for liking the program. Be definite. Illustrate your points.

Practice 11

List in your notebook the best programs of the week with the time and the station of each. This schedule, if revised now and then, will guide you to entertainment and instruction during your leisure hours.

UNIT FIVE

WRITING BUSINESS LETTERS

Cost

Through the New York City Post Office go every day about ten million business letters. One magazine has figured the cost of a letter in cents:

Stenographer	12
Postage	3
Letterhead	0.4
Envelope	0.4
Typewriter ribbon	0.075
Second sheet	0.06
Carbon paper	0.037

To this total of about fifteen cents must be added the most important item of all, the time of the person who dictates the letter. Because letters are expensive, a firm that writes letters which do not get results is wasting a substantial sum of money.

Heading

When a letterhead is used, the date may be typed in at the right or in the center. On paper without a letterhead the heading commonly occupies two or three lines and begins about halfway across the paper an inch or two from the top. Start far enough to the left to avoid a crowded appearance. The date stands alone on the last line.

Slant Form

In pen-written letters the slant form is commonly used; the block form is permissible; a mixture is wrong.

TWO LINES

New Bloomfield, Pennsylvania
August 4, 1936

THREE LINES

287 Elm Street
Worcester, Massachusetts
May 17, 1936

Block Form

In typed letters the block form is commonly used; the slant form is permissible; a mixture is wrong.

TWO LINES

Berwyn, Maryland
January 4, 1936

THREE LINES

991 Ausel Road
Cleveland, Ohio
December 12, 1936

Notice that each heading has only two punctuation marks — a comma after the name of the city or town and a comma after the day of the month. Do not abbreviate the name of the month. It is better not to use any abbreviations.

Address

The inside address, consisting of the name and the address of the person written to, begins at the left margin. When writing to a firm, write the name exactly as it appears on the company's letterhead: *Doubleday, Doran and Company, R. H. Macy & Co., John Wanamaker, Pask & Walbridge.* It is better not to abbreviate the name of the state, or the words *street* and *avenue.* The following are examples of correct addresses:

Slant Form	*Block Form*
Mr. Robert B. Cleland 3601 Michigan Avenue Chicago, Illinois	The National Advertising Company 381 Fourth Avenue Cleveland, Ohio
Mr. Gay Wyman, Manager Trapper Lodge 6 High Street Westerly, Rhode Island	Miss Mary P. Duval, Principal The Chevron School for Girls St. Hilda's Hall Charleston, West Virginia
C 1085 Times Annex Forty-third Street near Broadway New York City	Mr. Howard Thornton President of Chamber of Commerce Palo Alto, California

The same form, either block or slant, is used in both the heading and the address. A mixture is wrong.

Notice that the only punctuation marks in these addresses are a period after each abbreviation, a comma after the name of the city or town, and a comma before an appositive such as *manager* or *principal.*

Salutation

Begin the salutation at the margin two spaces below the address in a typed letter and one space below in a script letter. Place a colon after it and capitalize the first word and all nouns. Correct business salutations are —

Dear Sir:	*Gentlemen:*
My dear Sir:	*Ladies:*
Dear Mr. Keys:	*Mesdames:*
My dear Doctor Mellon:	*Dear Madam:*
Dear Mrs. McCracken:	*My dear Madam:*

Complimentary Close

Begin the complimentary close halfway across the page, capitalize the first word only, and place a comma after the last word. The complimentary close may be —

Yours very truly,	*Yours truly,*
Very truly yours,	*Truly yours,*

Respectfully yours and *Yours respectfully* are used in letters to superiors — for example, a student to his principal or to the board of education.

Signature

The signature is placed below the complimentary close and begins farther to the right in slant style and directly underneath the first letter of the complimentary close in block style. Write legibly. In a typewritten letter the signature may be both typed and pen-written. A woman writing to a stranger should make clear the title to use in the reply.

Unmarried Woman	(Miss) Mildred Thompson
Married Woman	Sylvia Rowe Paulding (Mrs. William J. Paulding)

The first is Mrs. Paulding's signature; the second is the name to which her correspondent will address his reply.

Envelope Address and Return Card

In one year 21,000,000 letters went to the dead-letter office. If these misdirected envelopes had had return addresses, they would have been returned to the writers. In Chicago alone 400 workers are needed to take care of misdirected or illegible envelopes. These facts show the importance of directing the envelope legibly and accurately and of always writing the return address on a letter. To make sure your letter reaches its right state, write out the name of the state.

On the envelope the style of the heading and address of the letter — block or slant — is commonly followed. The Post Office Department prefers the following: name, street, city, and state, each on a separate line, indented, and double spaced.

Fix the stamp in its place. A stamp diagonally across the corner of the envelope is evidence of haste, carelessness, or freakishness.

SLANT STYLE

W. L. Wells
117 Austin Street
Portland, Maine

Stamp

Mr. T. P. Bennett
Swiss Federal Railroads
241 Fifth Avenue
New York City

BLOCK STYLE

James C. Hoey
1329 Fourth Avenue
Seattle, Washington

Stamp

Mrs. John H. Finley
Duncannon R. F. D. 1
Perry County
Pennsylvania

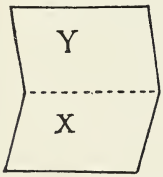
Please forward

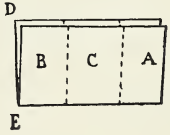
Letter Picture

Any letter, particularly a typewritten one, is a more pleasing picture if it is in the center of the page and has wide and even margins and uniform spacing. The letter, the picture, has a white mat around it. The usual margin on the right and the left of a full-sized letter sheet is an inch and a half. A typist centers on the page a short letter by leaving still wider margins and a substantial white space at the top. Normally the typist uses single-spacing except for the double-spacing between paragraphs and the parts of the letter (heading and address, address and salutation, salutation and body, etc.). In a very short letter, however, double-spacing may be used throughout.

Paper and Folding

Heavy white paper and envelopes of good quality add distinction to correspondence. The ordinary letter sheet is $8\frac{1}{2}$ inches by 11 inches. Fold the bottom half of the





sheet X over the top half Y with the lower edge a quarter of an inch from the upper edge. Then over the center C fold in turn from the right and the left A and B, each slightly less than one-third of the folded sheet.

Body

Six qualities of a good business letter are correctness, clearness, completeness, conciseness, courtesy, and character.

20 New York Avenue
Brooklyn, New York
November 7, 1935

Hotel Rendezvous
Forty-second Street and Lexington Avenue
New York, New York

Gentlemen:

Attention of Manager of Dining Room

On Monday, November 4, about seven o'clock, I dined with four friends in the main dining room of the Rendezvous. Our table was near the orchestra stand.

On a chair at the table I left a white fox scarf about forty inches long in perfect condition except for the fact that the claw on one of the front feet is broken. The tips of the nose and feet are black. On the clasp are my initials (D. C.) in silver.

I hope that the scarf has been returned and that you will mail it to me. The enclosed money order for one dollar will pay the postage and the insurance on the parcel.

Yours truly,
(Miss) Dorothy Carroll

If a typist makes a mistake which cannot be corrected, the letter is thrown into the wastebasket, not mailed. A letter should carry a clear, complete message, briefly but courteously and originally worded. Courtesy means politeness, plus kindness or real interest in the person to whom you are writing. In a letter with character, as in conversation, the writer shows his personality by expressing his ideas pointedly in his own way and by avoiding commonplace, trite business phrases such as *and oblige, thanking you in advance, your valued favor, by return mail, enclosed please find, in reply would say, at your earliest convenience, kind order,* and *beg to state.*

If, as you write, you picture the receiver of the letter sitting on the opposite side of your desk, think what he needs to know, talk to him, and think what he will say in reply, you will avoid many common errors in letter-writing.

A growing tendency in the practice of the best business houses is to avoid abbreviations except *Mr., Mrs., Messrs., Dr., St.* (*Saint*), *D.C.*, A.M., P.M., *Y.M.C.A., C.O.D.*, B.C., and A.D. It is better to write out the names of months, states, and countries; Christian names except when initials are used; *street, avenue, building, company, mountain, manufacturing; namely, for example,* and *that is.* Do not use *etc.* if you can avoid it.

Because of the importance of the first and the last impression, compose carefully the first and the last sentence. The opening sentence should refer to the previous letter in a definite way and should express an important idea. It should not be a mere acknowledgment. Avoid trite or hackneyed expressions. The last sentence should express an important idea and should not begin with an *ing* word, like *trusting* or *believing.* "I shall be glad to come to your office any day for an interview" is better than "Hoping for the privilege of an interview, I am."

Order Letter

1. Use at least one line for an article. Give the quantity, size, number, price of each, and total cost.

2. Make unmistakably clear what you want. When, for example, you order cloth or paper, enclose a sample if possible. Don't omit necessary details, such as quality, style, brand, description.

(Clear) 1 pair of ladies' silk gloves, brown, size 6, No. 87	$1.95
(Not clear) 1 pair of gloves, brown, size 6	$1.95
(Clear) 4 pairs of men's silk hose, black, Phoenix brand, size 11 @ $.50	$2.00
(Not clear) 4 pairs of hose @ $.50	$2.00
(Clear) 1 American Beauty six-pound electric iron	$4.75
(Not clear) 1 electric iron	$4.75

3. Mention the date of the catalog you are ordering from. You may not have the firm's most recent one.

4. Explain how payment is being made. When the buyer is paying the cost of delivery, he tells whether the goods are to be shipped by express, parcel post, or freight; otherwise he lets the seller decide.

5. "Please ship at once" is valueless unless, for example, you order a steamer trunk and mention the date of your sailing for Europe or order a graduation dress and mention the date of commencement.

6. Write complete sentences.

(Right) I am enclosing a check for twenty-seven dollars.
(Wrong) Am enclosing a check for twenty-seven dollars.

7. Omit useless or repeated information or directions.

(Right) Enclosed you will find a money order for twenty dollars.
(Unnecessary word and figures) Please find enclosed a money order for twenty ($20) dollars.

(Right) I am enclosing a check for $163.87.

(Wordy) Please send to the above address. Rush order! I am enclosing a check for one hundred sixty-three dollars and eighty-seven cents ($163.87).

Order

3930 Prospect Avenue
Peoria Heights, Illinois
November 15, 1935

John Wilson and Company
Eighth Street and Broadway
New York, New York

Gentlemen:

Please send me the following articles selected from your catalog of September, 1935:

1 pair of ladies' sheer silk stockings, size 9, dark brown, No. 267	$2.00
2 large bottles of Lavoris @ $.50	1.00
6 cakes of Lux Toilet Soap @ .13	.78
1 pair of baseball socks, red and white, size 11, No. 314	1.50
	$5.28

I am enclosing a check for $5.28.

Yours truly,
(Miss) Edna Bond

Claim

1. Make clear exactly why the goods are not satisfactory or what the error is.

2. Explain what correction you wish the firm to make. Be fair. Don't make unreasonable demands or expect the impossible.

3. Be courteous and terse. Do not growl or scold.

Assume that you are dealing with gentlemen. A courteous letter is more likely to secure the adjustment you desire than a sarcastic or abusive one.

4. If you have in the past found the company's service efficient, a mention of this fact makes a good last sentence.

Practice 1

1. Criticize this last sentence of a claim letter:

Please wake up and call for the toaster and send me another one within a few years.

2. Write a businesslike conclusion of the letter about the toaster.

Claim

204 Horton Street
Elmhurst, New York
November 2, 1936

W. C. Seaman & Co.
Thirty-fourth Street and Broadway
New York, New York

Gentlemen:

On October 31, 1936, I purchased at your store a white, porcelain-topped kitchen table containing one compartment. The price was $16.98.

When the table was delivered this morning, the porcelain top was chipped in four places and the bottom of the drawer was broken.

Since the article is so badly damaged that repair is impossible, will you please call for it and send me another.

Yours truly,
(Miss) Alice Ropp

Adjustment

1. If you decide to grant the claim that the goods were damaged or defective or that the order was not completely filled, tell in the opening sentence just what you can and will do in the case. Explain also why the error happened, express your regret for the inconvenience, and end with a promise of better service in the future, a request for future orders, or another expression of good will.

2. Make the letter long enough to show your interest in the customer.

3. If the claim is unjust, explain the company's position clearly and express regret that you cannot make the adjustment requested.

4. Be courteous even if the customer has been unreasonable and cranky. Remember that it is easier to lose a customer than to get one.

Practice 2

1. The strings in a tennis racket bought from C. K. Tedson Company, 44 Broad Street, Philadelphia, Pennsylvania, broke the first time you used the racket. Write a letter asking for adjustment.

2. Write the C. K. Tedson Company's reply to your claim.

3. Write a letter to the Metropolitan Clothing Company, 207 West Twenty-fourth Street, New York City, acknowledging the receipt of part of the goods ordered, mentioning the articles which have not arrived, and asking whether you may return a pair of damaged gloves.

4. Write the reply to number 3.

5. A month ago you received from Jordan, Matthews & Co., 550 Fifth Avenue, New York City, an umbrella costing five dollars. Yesterday when you first carried it in a pouring rain, you discovered that it is not rainproof. In a letter to the firm explain clearly why the umbrella is unsatisfactory and what adjustment you expect.

6. Write to a local merchant a letter asking him to correct a mistake in a bill just sent you. The bill includes $3.50 for a tennis racket, which you did not order or receive, and $3.75 for a copy of Krapp's *A Comprehensive Guide to Good English*, which you ordered but have not yet received.

Adjustment

PARKER HOSIERY SHOPS

Office of
SARAH HAROLD
Mail Service and Fashion Counsel
389 FIFTH AVE., N. Y.

December 15th
1 9 3 5

Mrs. H. C. Hills
115 Wood Avenue
Pittsburgh, Pennsylvania

Dear Mrs. Hills:

We are sorry you have had trouble with PARKER STOCKINGS recently.

The stockings which you sent to us were very carefully examined and the injury was found to be due to friction. This condition is not the result of a defect and can happen to any stocking, regardless of manufacture.

As there is no practical repair which can be made on these stockings, they have been returned to you.

Our organization stands behind its merchandise, and you may feel certain that if there had been any doubt as to the original perfection of the stockings, we would not have hesitated to make a replacement.

We hope for an opportunity in the near future of better demonstrating our desire to serve you.

Very truly yours,
PARKER HOSIERY SHOPS
Sarah Harold
Mail service

SH/GA

7. A month ago you bought from the Oxford University Press, 35 West Thirty-second Street, New York City, a copy of the *Concise Oxford Dictionary* for three dollars. Today you discovered that pages 641–656 are missing. In a letter to the company present the facts in the case and tell what adjustment you expect.

8. In a large department store the adjustment letters are written by the Correspondence Department and are based on statements received from the selling departments. As a correspondent for C. H. Park & Co., Thirty-fourth Street and Broadway, New York City, write to a customer (supply the name and the address) an adjustment letter based on one of these statements:

(*a*) We are returning a dozen glasses to the customer. We cannot make adjustment, as this merchandise was purchased four months ago.

(*b*) Notify customer that the year's guarantee on the watch has expired and that the watch needs cleaning and a new mainspring. Total cost will be $5.50.

(*c*) We are sorry that the half dozen golf balls did not reach you, and shall deliver them promptly. If you return the brassie, we shall either secure for you one with a 34-inch shaft or credit you with the amount.

(*d*) We are returning the umbrella to you. We have sent it to the factory for testing. Their report is "thoroughly rainproof."

Asking for Information

1. Make questions clear.
2. Explain why you want the information.
3. Enclose a self-addressed and stamped envelope unless you are likely to repay your informant in another way — with an order, for instance.
4. Don't write for information you can secure in the library or ask questions calling for long answers. If a man's opinion is worth much, he is usually extremely busy.
5. Omit unnecessary details and words. Write briefly without brusqueness.

Practice 3

1. As manager of the school golf team write to a local golf club to ascertain whether the club will permit the team to practice and play home matches on its course and, if so, what the fees will be.

Asking for Information

2107 Bedford Avenue
Brooklyn, New York
May 29, 1936

Honorable Robert Wagner
United States Senate
Washington, D. C.

Dear Sir:

I am a sophomore at Boys' High School, Brooklyn, New York, and my ambition is to enter West Point Military Academy after graduation. That I may intelligently plan my school program and athletic activities during the next two years, will you please send me a copy of the Academy's entrance requirements and any other information which you think may help me in preparing for the entrance examinations.

Yours very truly,
Carl Mazoff

2. As secretary of your class or a school organization, write to a bus company asking for rates on a special bus for an excursion. Give the number expected, the date, the destination, and the time of starting and returning.

3. Ask the registrar of a college for a bulletin giving information about entrance requirements, expenses, scholarships, and opportunities for self-help.

4. You and your family are planning to drive about five hundred miles over the week-end. Write to an automobile club or the touring information department of an oil company, telling where you are going and whether you wish to go and return by the same route and asking the best route and the condition of the roads.

5. You have just transferred from one high school to another. Write to your former principal asking him for a copy of your record.

6. In a letter to the owner of a camp you would like to attend, inquire

about the location, the date of opening and closing, the attractions, and the rates.

7. In a letter to Captain R. S. Harrison, Manager, Ravine House, Randolph, New Hampshire, ask for information about the hotel: location, attractions, daily and weekly rates, and the like.

8. You have read in a newspaper or a magazine an advertisement of a trip you would like to take. Ask the steamship company, railroad, or travel company for a pamphlet or other advertising material which gives full information about the trip.

Reporting an Accident

In case of an automobile accident a person who carries liability and property-damage insurance should promptly write to his insurance company a letter giving as much as possible of the following information:

1. Time and place of accident, speed of both cars at time of accident, and a description of how the accident happened (draw a diagram).
2. Operator of your car at the time of the accident and his license number.
3. License number, owner, driver, and make of other car, and owner's address.
4. Damage to each car.
5. Names and addresses of the occupants of the two cars.
6. Nature of injuries sustained and care of the injured — name of doctor and hospital.
7. Names and addresses of other witnesses.
8. Your policy number.

Practice 4

In a letter to the Automobile Insurance Company, 648 F Street, Washington, D.C., in which your car is insured, report an automobile accident. Make your report clear and complete. Include a diagram.

Reporting an Accident

90–18 Park Lane South
Woodhaven, New York
January 15, 1936

Motor Insurance Company
50 Union Square
New York, New York

Gentlemen:

I wish to report an automobile accident that took place in Rockville Center, Long Island, yesterday, January 14, 1936.

About one o'clock my brother and I were proceeding westward along Sunrise Highway through Rockville Center in his 1935 Studebaker at a speed of about twenty-five miles an hour. From our right a car dashed out along Waverly Place into Sunrise Highway. My brother applied his brakes and swerved to the left as quickly as possible but could not avoid a collision. The other car had swerved slightly to the right. Our bumper and right front fender smashed into the left rear wheel of the other car, a 1933 seven-passenger Buick.

The Buick's left rear wheel was badly damaged; eight of the wooden spokes were splintered. Our right front tire was blown out, the steering gear was broken, and the speedometer cable snapped.

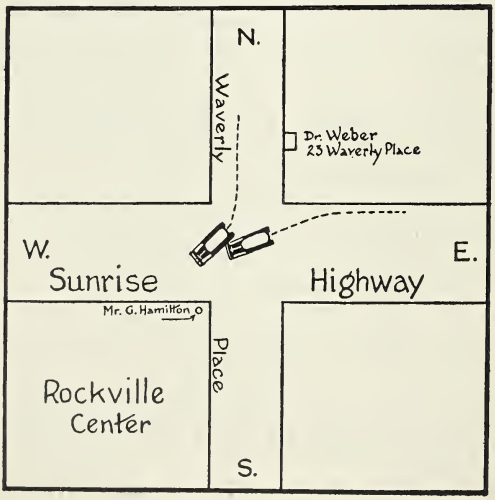
My brother, William Arnoldi, whose driver's license number is 6487, owns the Studebaker and was driving at the time of the accident. The owner and driver of the Buick was Albert Hendrickson of 157 Washington Boulevard, Long Beach, New York. He had no passengers. His driver's license number is 8694N.

My brother was thrown against the steering wheel by the impact and knocked unconscious, but I was not hurt, as I was in the back seat. He was taken into the office of Dr. Weber of 23 Waverly Place. His right arm is fractured and his cheek cut. Later the doctor drove him to our home. Mr. Hendrickson was uninjured.

The only witness was Mr. George Hamilton of 37 Elton Place, Rockville Center, who was standing on the street corner when the accident occurred.

Because my brother is unable to write, I am reporting the accident for him. His policy number is M68947.

Yours truly,
Walter Arnoldi



Change of Address

In requesting that a magazine be sent to a different address, give the name of the magazine and your old and your new address, and tell how long the magazine is to be sent to the new address if the change is a temporary one. Instead of writing in the body of the letter your new address, you may refer to the address in the heading. Give accurate and complete information. Write legibly.

Practice 5

1. *The Literary Digest* is published by Funk & Wagnalls, 354 Fourth Avenue, New York City. Assuming that you are a subscriber for this magazine, ask the company to change your address on its files for the summer vacation. Be definite.

2. You have moved to another street, city, or town. Request *St. Nicholas*, 40 S. Third Street, Columbus, Ohio, to send your magazine to the new address.

3. You are spending the Christmas vacation with your aunt. Write to the postmaster of your town or city, asking that your mail be forwarded.

4. Write to a farmer to arrange for his supplying your family with eggs, butter, apples, peaches, or potatoes.

5. Your father wishes to have some work done: trees trimmed, lawn improved, car repaired, floors refinished, rooms redecorated, furnace repaired, coal bin enlarged, bookcase or table built, or house repainted. Write for him a letter explaining to a workman exactly what is to be done.

6. Request a catalog of sporting goods from A. G. Spalding and Brothers, 105 Nassau Street, New York City, or a seed catalog from Henry A. Dreer, 714–716 Chestnut Street, Philadelphia, Pennsylvania.

7. Write a business letter for your father or mother; and, before mailing it, show it to your English teacher.

8. While motoring, you stayed over night at the Emery Hotel, Bradford, Pennsylvania. In your room you left a fountain pen. Ask the manager to mail it to you. Enclose postage.

9. Write to the owner of a vacant lot, asking for permission to use his property as a baseball diamond. Promise to clear the ground and to do no damage.

UNIT SIX

DESCRIBING

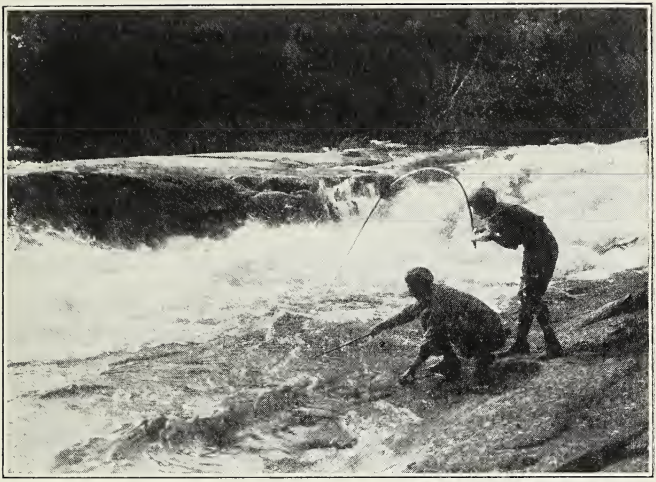
Kinds of Pictures

Can you with a few strokes of your pencil draw a picture of your teacher, a classmate, or a visitor? The ability to draw is useful not to the artist alone but to everyone who wishes to make others see clearly what he has seen or imagined. If, like Theodore Roosevelt in his letters to his children, you illustrate your stories with pictures, you make them more entertaining. For drawings you may substitute brief word pictures. Description is picturing or painting with words as tools what is felt, seen, or imagined. Brief word pictures slipped into your conversation, letters, and other writing will lend interest, force, and color.

Observing

To paint word pictures one needs to observe the object, scene, or person, and then to picture what he sees. To observe means to see and note, to examine and note, to watch closely, to look at attentively, not just to look at. When an artist paints a person's picture, he doesn't just glance at his subject or take one look at him and then paint; instead, with the subject "sitting" for his picture, he observes and paints, observes and paints, and continues to observe and paint.

All five senses bring us information about an object. Often, however, our senses, like a knife, become dull and need whetting by practice in using them actively in gathering impressions of our surroundings. Description is telling



Courtesy Canadian Pacific

REACHING FOR A BIG ONE

what our eyes by seeing, ears by hearing, noses by smelling, tongues by tasting, and fingers by feeling find out for us about the world in which we live.

Practice 1

Pick out the words that describe sounds, tastes, smells, feelings, and sights:

Example:

The next wave crashed and roared over me and filled my mouth with bitter, salt water.

Crashed and *roared* describe sounds. *Bitter* and *salt* describe tastes.

1. Even as I looked, there came a red flash and another report that sent the echoes clattering, and once more a round shot whistled through the air. — STEVENSON

2. The unceasing vibration of the engines throbbed through their bodies and numbed their brains.

3. Still tingling from the cold water, we tramped toward camp hungrily sniffing the sharp, pungent odor of frying bacon.

4. Down his throat trickled a thick, tart liquid that made him cough, choke, and gasp for breath.

5. The drummer walloped his drums, a saxophone squawked, and fiddles squeaked. — TARKINGTON

6. Wavelets of creamy-crested green water lapped gently on the mossy rocks.

7. A large oak door creaked dismally as it swung back and forth on its one rusty hinge.

8. Sand gritted between their teeth, seared their eyeballs, and lashed their faces with stinging blows.

9. The monarch is a little, keen, fresh-colored old man, with protruding eyes, attired in plain, old-fashioned, snuff-colored clothes and brown stockings.

10. André stood before her, a shadowy figure in the obscurity, pale, unshaven, muddy, smiling a strange, dim, tired, infinitely tender smile. — FISHER

Practice 2

In a sentence for each describe a sound, a sight, a taste, a smell, and a feeling suggested by the following. Choose accurate picture-bringing words.

1. A storm. 2. The tea kettle. 3. Olives. 4. A dirigible. 5. Coffee boiling. 6. A plunge in the lake. 7. Birch trees. 8. A wood fire. 9. A hinge that needs oiling. 10. Wild strawberries. 11. Polished wood. 12. Rain on a tin roof. 13. A sunset. 14. Newly plowed earth. 15. Toasted marshmallows. 16. Satin. 17. Icicles. 18. Salt water. 19. Fog. 20. My kitten's fur. 21. Pop corn. 22. A baby's hand. 23. A gasoline filling station.

Sense Impressions in Advertisements

Appealing to the five senses is important in salesmanship. A clerk may have a customer taste a peach, smell a perfume, listen to a radio, or feel velvet. Through words a writer of advertising causes us to see, hear, smell, taste, and feel.

Examples:

(Sight) On and on — mountains, forests, rivers, waterfalls, a herd of elk, perhaps a friendly bear will stop our car and beg a bag of candy, the Grand Tetons — a thrill a minute, and finally through the pines a glimpse of beautiful Yellowstone Lake.

(Smell) Cleanso purifies and deodorizes pores.

(Taste) To the spaghetti, after it is cooked, Tasty adds sauce of red, juice-full tomatoes, cheese and meat, sprinkled with rare spices for which the world is combed.

(Feeling) The next best thing to keeping cool by a dip in the water is to use Cowley No Draft Ventilation to scoop in "oceans of air."

(Sound) Exclusive SOUNDWELL Bass Compensating Tone Control gives that pleasing depth and mellowness combined with the desirable crispness and clarity only possible through correct balance of bass and treble.

Practice 3

In magazines or newspapers or on billboards find a sentence of advertising appealing to each of the senses and label it like the preceding examples.

Practice 4

Write a descriptive sentence to advertise a substantial food, a dessert, a sport or party frock, an automobile, an excursion, a soap, a perfume, a powder, a flower, a fabric, a radio, a piano, a violin, a moving picture, a summer or winter resort, or another article.

Practice 5

Write vivid words appealing to each of these senses: sight, hearing, touch, smell.

Example:

taste — nibble, devour, gulp, gorge, guzzle, crunch, salty, bitter, tangy, spicy, creamy, delicious, sour, sharp, tender, tough, toothsome, flat, nauseating, savory, tart, sharp, mellow, mild, tasty, gritty, slippery, sugary, peppery

Word Pictures

"There were clouds in the sky" states a simple fact, but "Feathery clouds scudded across the sky" paints a word picture. The difference lies in two words used: *feathery* and *scudded.* Just as a painting in fresh, vivid colors is more arresting than a drawing in black and white, so the use of vigorous, picture-making adjectives, adverbs, and verbs will produce in your speaking and writing a more telling effect than the colorless verbs and bald nouns so frequently employed. After observing sharply we need to search out vivid, exact words to picture what we see.

Practice 6

Select the picture-making words in each of the following sentences:

Example:

Big Junko sported a wide, ferocious, straggling mustache and low eyebrows, under which gleamed little fierce eyes.

— Stewart Edward White

The picture words are *wide, ferocious, straggling, mustache, low, eyebrows, gleamed, little, fierce, eyes.*

1. Lou Gehrig has a jolly face with a smile that has won him many friends, broad shoulders, immense hands, powerful forearms, and a pair of sturdy legs, commonly called "bottle" legs because of their appearance.
2. Claude Bowers is a short, slim, dark, studious, scholarly, quiet man in his middle years. — *Time*
3. Donald's apple-like cheeks, ham-like hands, and big, puffy body are accentuated by his tiny round cap, tight-fitting clothes, and choking collar.
4. A silvery moonlight flooded the white beach, and in the inky black lake the stars and moon beheld their reflections.
5. Except on the crown, which was raggedly bald, he had stiff, black hair, standing jaggedly all over it, and growing down hill almost to his broad blunt nose. — Dickens

6. I remember him as if it were yesterday, as he came plodding to the inn door, his sea chest following behind him in a handbarrow; a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the saber cut across one cheek, a dirty, livid white. — STEVENSON

7. There was Ben Gunn's boat — homemade if ever anything was homemade: a rude, lopsided framework of tough wood, and stretched upon that a covering of goatskin, with the hair inside. — STEVENSON

8. A last tremendous crash, a deep-throated grunt, and a mighty moose, a colossal bull, broke out of the woods and stalked stiff-legged toward them through the berry bushes, staring suspiciously from side to side. — MACMILLAN

Practice 7

In a good sentence or two for each, describe ten of the following. Observe. Use picture-making words.

1. An old house. 2. A new house. 3. A storm at sea. 4. A sea gull in flight. 5. A canoe. 6. A sailboat. 7. A baseball player sliding to second base. 8. An elm tree in a storm. 9. A tramp. 10. A bald head. 11. A thick head of hair. 12. A skinny boy. 13. A fat girl. 14. A rug. 15. A moving picture actor. 16. A moving picture actress. 17. The President of the United States. 18. A face in the crowd. 19. A tennis player returning a hard high ball. 20. Grandfather. 21. A lively street corner. 22. A cat watching a bird. 23. Father landing a fish. 24. A boy scoring a touchdown.

Describing Sounds

How many radio voices can you describe? Have you ever listened to your own voice carefully enough to know how it sounds? To describe sounds listen attentively and thoughtfully and then find words which will cause another to hear what you heard.

Practice 8

In a sentence for each describe six voices or sounds. Listen sharply and then choose words which accurately describe what you hear.

Examples:

1. The booms were *tearing* in the blocks, the rudder was *banging* to and fro, and the whole ship was *creaking, groaning,* and jumping like machinery. — STEVENSON

2. In the park today I heard the *barking* of a squirrel, the *chattering* of a bluejay, the *chirping* of a cricket, and the *shrill piping* call of a tree toad.

1. My voice. 2. Father's voice. 3. Mother's voice. 4. A radio voice. 5. Outside the radio store. 6. At a country fair. 7. The school cafeteria. 8. A touchdown. 9. A mouse in the wall. 10. A robin. 11. An airplane propeller. 12. A dilapidated automobile. 13. A streetcar. 14. A home run. 15. A thunder storm. 16. The riveter. 17. Main Street on election night. 18. The Fourth of July. 19. The huckster. 20. In the barn. 21. The baby. 22. Our neighbor's dog. 23. In the kitchen. 24. A cat fight. 25. Any other sound or voice you have heard recently.

Comparing

Often the quickest and most effective way to picture an object or a scene is by the use of an apt, striking comparison or figure of speech. Three common kinds of figures are simile, metaphor, and personification.

A **simile** is a definitely stated comparison of two unlike objects that have one point in common. Regularly *as* or *like* is used to make the comparison.

The grass rustled like silk.

He talks like a dictionary on its best behavior. — CONCORDIA MERREL

A **metaphor** is an implied comparison between unlike objects that have one point in common. *As* or *like* is not used.

The road was a narrow ribbon unwinding before us.

Everest, cold and imperious monarch of mountains, has repulsed with death man's latest attempt to conquer her.

Personification, a kind of metaphor, assigns personal attributes to inanimate objects or abstract ideas.

The wind shrieked with fury and rained blows on the house.

The waves danced.

Practice 9

In each of the following sentences find what objects are compared, and name the figure of speech used in the comparison:

Examples:

1. Two thousand people watched the splashing, thumping, fierce river demon beating the water with its terrible tail and breathing black smoke into the air. — Joseph Conrad

The steamboat is compared with a sea monster. The figure is a metaphor.

2. She has a mouth that looks like a gash in her face.

Her mouth is compared with a gash. The figure is a simile.

1. Jerry is as friendly as a wet pup.
2. He is a lanky boy whose bolts need tightening.
— Charles Brooks
3. The lake was a rippling bolt of blue satin displayed for the sun's admiration.
4. She came into the room like a galleon under sail.
— P. G. Wodehouse
5. The sea was as quiet as the licking of a cat's tongue.
— V. S. Pritchett
6. The house itself shivered from every attic of its seven gables.
— Hawthorne
7. She threw her notions at you as if they were bricks.
— Elizabeth Cambridge
8. He felt like a wet towel flung into a corner of a bathroom.
— Arnold Bennett
9. The cat was stropping its back against the watering trough.
— P. G. Wodehouse
10. She talks in stepping stones, so that you have to jump to follow her. — John Galsworthy
11. Stars stabbed, like silver nails, the great canopy of heaven.
— Walpole
12. The hair of his face, on the contrary, carroty and flaming, resembled a growth of copper wire clipped short to the line of the lip.
— Conrad

13. His words tumbled and crashed over each other like coals down a steel chute.

14. Mr. Stryver shouldered his way through the law, like some great engine forcing itself through turbid water, and dragged his useful friend in his wake, like a boat towed astern. — DICKENS

15. A rocket wavers up the sky so calmly, climbing like a golden beanstalk — it threads the air — it fingers the infinite — then with a sigh, with a throb like a bursting heart — it spills its treasure to the dark. — FANNY HEASLIP LEA

Practice 10

Complete the following comparisons by filling the blanks:

Example:

From the kitchen came a racket sounding as if ——.

From the kitchen came a racket sounding as if the cook had gone crazy and was smashing all the dishes.

1. Fred is as faithful as ——.
2. Gertrude is as stubborn as ——.
3. When the cow began to moo, little Joan ran like ——.
4. He stayed at home, like ——.
5. The sky shone like ——.
6. Exceedingly red-eyed and grim, as if he had been up all night at a party which had taken anything but a convivial turn, Jerry Cruncher worried his breakfast rather than ate it, growling over it like ——.

— DICKENS

7. Gloom hung like —— over the household.
8. On his crutch and right leg he hopped about like ——.
9. His face was as big as ——.
10. She had a cousin in the Life Guards, with such long legs that he looked like ——.
11. I had been all this time a ——, bristling all over with determination. — DICKENS
12. As for pathos, I am as provocative of tears as ——. — HAWTHORNE
13. When I reached home, I was as wet as ——.
14. His shoes yawned like —— on the hearth rug.
15. Grim shadows followed him like ——.
16. His sneeze was like ——.

Planning a Description

Study the description of Mr. Squeers below.

1. *Point of view.* If you have a camera, you know that one does not secure a good picture of a house or a room by just opening the camera and snapping the picture. One must decide first from what point to take the picture. Likewise in painting a word picture one has a point of view and pictures what he sees from this point.

2. *General impression.* The general impression or picture which one receives from a first glance at a person, object, or scene should be presented in the first sentence: "Mr. Squeers's appearance was not prepossessing."

3. *Choosing details.* Enough details should be given to make the picture clear and set the reader's imagination working, but not enough to weary or confuse him. Dickens describes Mr. Squeers's one eye, the blank side of his face, his smile, hair, forehead, voice, manner, and neckerchief, and tells how old he was, how tall he was, what color his suit was, and how long his coat-sleeves and trouser legs were. He lets the reader imagine his nose, his ears, the side of his face with the good eye, his neck, his complexion, the cut of his clothes, and his shoes.

4. *Arranging details.* Dickens arranges the details in the order in which an observer would see them — the most striking first: the one eye, the blank side of his face, his smile, his hair, his forehead, etc. He doesn't jump from the eye to his trouser legs or from his coat-sleeves to his hair.

Mr. Squeers

Mr. Squeers's appearance was not prepossessing. He had but one eye, and the popular prejudice runs in favor of two. The eye he had was unquestionably useful, but decidedly not ornamental; being of greenish gray and in shape resembling the fanlight of a street door. The blank side of his face was much wrinkled and puckered up, which gave him a

very sinister appearance, especially when he smiled, at which times his expression bordered closely on the villainous. His hair was very flat and shiny, save at the ends, where it was brushed stiffly up from a low protruding forehead, which assorted well with his harsh voice and coarse manner. He was about two or three and fifty, and a trifle below the middle size; he wore a white neckerchief with long ends, and a suit of scholastic black; but his coat-sleeves being a great deal too long, and his trousers a great deal too short, he appeared ill at ease in his clothes, and as if he were in a perpetual state of astonishment at finding himself so respectable. — Charles Dickens, *Nicholas Nickleby*

Practice 11

Study the description of "Fellow Passengers."

1. Which sentence in each paragraph gives the pupil's first impression of each passenger?

2. In each description what details are pictured? What details are left to the reader's imagination?

3. Has the pupil arranged the details in the order in which she saw them? Prove.

Fellow Passengers

One of the two passengers aboard the town-bound five-thirty A.M. streetcar, a smartly dressed miss of twenty-two, sat facing the burly conductor. Her shining cap-like black hair was partly covered by a yellow beret. Framed by her jet-colored hair, her white skin, with spots of red on each cheek and a vivid bow for a mouth, stood out startlingly. Long black lashes swept her cheeks as she read a highly colored novel which she held in her soft, white, useless-looking hands. A straight-line dress, matching her beret, encased her slim form. Wooden beads of brown, of the same design as her bracelet, encircled her throat. Dull, sheer hose covered her shapely legs, and black patent pumps with spike heels completed the picture.

At the other end of the car sat a withered old lady of sixty. A shawl, tattered and worn, covered her head. From under this straggled a few wisps of stringy gray hair. Myriads of wrinkles covered her sad face as she mumbled to herself. Faded blue eyes squinted as she tried to read the car cards. She wore a once-green dress. A tarnished rosary hung

around her short neck, and the crucifix on the end was held in gnarled, calloused hands. Wrinkled black stockings slouched over the tops of high, scuffed black shoes that were sadly in need of polish.

— Pupil, East High School, Cleveland, Ohio

Practice 12

Without mentioning the name describe a pupil in your class, a teacher of the school, or a well-known boy, girl, man, or woman of your community so vividly that the members of the class will guess whom you have described.

Practice 13

It is easier to describe the unusual than the commonplace. Paint a word picture of one of the following:

1. The town character. 2. The clown at the circus. 3. The queerest-looking person I ever saw. 4. A portly old gentleman. 5. A giant. 6. A freakish artist. 7. An unusual immigrant just arrived. 8. A soap-box orator. 9. The meanest man I know. 10. A tramp. 11. An old man. 12. A dude. 13. A flashily dressed girl. 14. A striking uniform. 15. Another unusual-looking person.

Practice 14

Imagine a masquerade party at which the guests impersonate the following characters. Without telling what the person is representing, picture one of them so vividly that the class will be able to guess whom you have described.

1. An Indian. 2. A cowboy. 3. Uncle Sam. 4. A Mexican. 5. An organ grinder. 6. A native of Japan. 7. A pirate. 8. A farmer. 9. A gypsy. 10. A little girl. 11. A little boy. 12. A jester. 13. A Dutch girl. 14. A Dutch boy. 15. A Puritan. 16. A Highlander. 17. A Spaniard. 18. A Chinese coolie. 19. Topsy. 20. An Arab. 21. Santa Claus. 22. Robin Hood. 23. Julius Cæsar. 24. A jockey. 25. John Bull. 26. Rip Van Winkle. 27. Will Rogers. 28. Theodore Roosevelt. 29. George Washington. 30. Abraham Lincoln. 31. Robert E. Lee. 32. A character in a book your class has read. 33. Another suitable character.

Picturing and Cataloging

If in writing about a dining room one says that from the door he sees a table in the center, a vase of flowers on the table, four chairs around it, a buffet on the left, a china closet and tea wagon beyond the table, and a serving table on the right, he is merely listing or cataloging the contents of the room. Describing is picturing — showing, for example, the flowers in the vase and the shape, color, and size of the table.

Connectives

When we look at a snapshot, we see the whole picture at a glance. When we read a word picture, we read a sentence or a detail at a time. To help the reader to put the parts of the word picture together in his mind, the writer should use such connective words and phrases as *on the right side, somewhat nearer, in the distance,* and *farther to the left.*

Practice 15

1. What is the point of view in the following description of a room?
2. What details are used? Which are pictured? Which are only mentioned or cataloged?
3. In what order are the details arranged?
4. What connective phrases are used?

A Comfortable Room

When we reached our destination after a long day's journey, the living room of the hunter's log cabin seemed both comfortable and cheerful. Upon entering I first spied the huge fireplace, half filled with burning logs, the blaze from which softly lighted the room and heated it. Above the fireplace hung the mounted head of a moose, and in front of it lay a bearskin rug. Over to one side of the fireplace stood a roomy, easy armchair, upholstered in faded blue leather. In the middle of the room was

a sturdy oak library table; upon it were some bright-colored books and an oil lamp with a tan parchment shade. Around the table were three armchairs made of timber with the bark on. Although these were not upholstered in velvet or velour, they were very inviting to a tired visitor. At my right stood an unusually large rustic couch, upon which five or six blue and tan pillows had been thrown. At the foot of the couch was the landing of an invisible staircase. On the walls hung many pictures of deer, bears, wolves, and other animals of the region. This room, although roughly constructed and furnished, was attractive and comfortable. — PUPIL

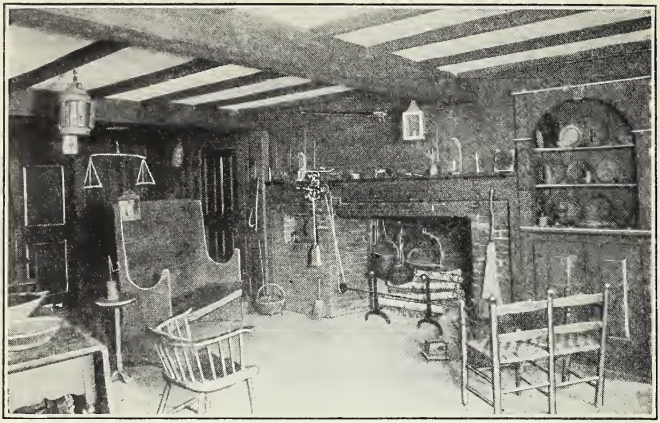
Practice 16

In describing a room select the best point of view, arrange the details in the order in which you see them, picture the details, and use connective phrases. Write about a particular nursery, kitchen, or theater, not about nurseries, kitchens, or theaters in general.

1. My room. 2. My room furnished and decorated as I should like to have it. 3. Our living room. 4. Our living room refurnished and redecorated according to my ideas. 5. A library in a home. 6. A study. 7. A nursery. 8. A kitchen. 9. A dining room. 10. An attractive cellar. 11. A garage. 12. Our schoolroom. 13. A laboratory. 14. The Assembly Hall. 15. A theater. 16. A hotel room. 17. A room in a club. 18. An attic. 19. A public library. 20. A grocery store. 21. The interior of a barn. 22. A sun parlor. 23. A guest room. 24. A game room. 25. The kitchen shown in the picture on page 86. 26. A photographer's studio. 27. A breakfast nook. 28. A stateroom on a steamship. 29. A diner on a train. 30. A gymnasium. 31. An office. 32. A room in a factory.

Action

Because most people prefer moving pictures to lantern slides or other still pictures, describe in action, when possible. Observe closely to catch both the spirit of the scene and the important details. Choose vigorous and picture-making words to transmit the spirit and the action to your hearers or readers.



Courtesy of Henry Ford and the "Garden and Home Builder"

KITCHEN OF THE WAYSIDE INN

Practice 17

1. What evidence is there that the pupil who wrote "The Bucking Bronco" observed before writing?
2. What picture-making words are used?

The Bucking Bronco

As we approached the corral, we could already hear the enraged squealing of the bronco. A number of hands had just managed to saddle and bridle a sleek black pony which was kicking and struggling on the ground. In a moment Big Bill detached himself from the crowd, jammed his sombrero firmly on his head, and straddled the horse. In the sudden hush that followed, the men who had held the horse scrambled over the fence, and the pony struggled to his feet. For a moment the little animal stood rigid, legs braced, head down. Then in a flash up jerked his head; he gathered his forelegs under him and reared aloft. Prancing, curveting, wheeling, and rearing, he sought with every trick in his sleek black head to pitch the rider from his back. Finally he streaked toward the fence, then stopped abruptly, smothered in whirling clouds of dust. When the

air cleared, Big Bill was rising unsteadily to his feet, shaking his head dazedly. In a corner of the corral stood the bronco, tossing his head proudly, black sides heaving, eyes gleaming defiantly at the awed ranchers behind the fence. — PUPIL

Practice 18

Describe one or more animals or people in action. Observe; then picture vividly.

1. A squirrel taking a nut from a hand and eating it or burying it. 2. A cat watching for a mouse or a bird. 3. A dog eating a bone or begging. 4. Pigs eating from a trough. 5. A horse asking for his dinner. 6. A hen with her chicks. 7. A bear taking his bath. 8. A lion at dinner. 9. A horse winning a race. 10. A monkey at play. 11. A kangaroo running. 12. An elephant pushing a circus tent or eating hay. 13. A cat washing its face. 14. A robin taking its bath. 15. A bird building its nest. 16. A spider building its web. 17. Landing a fish (see page 73). 18. An accident. 19. An arrest. 20. A street comedy. 21. A parade. 22. A fire. 23. A fall. 24. The winning play. 25. Paving a street. 26. Excavating for a building. 27. Other animals or people in action.

Practice 19

In a letter to a friend give an account of a trip you have recently taken. Picture some of the interesting buildings, places, or scenes you saw. Select picture-making words.

Practice 20

1. Describe for a blind boy a picture in this book. Which of the suggestions about painting word pictures have you applied?

2. Describe another picture in this book so vividly that the class can sketch it. Select one you have not talked about in class or written about.

Practice 21

In a short paragraph describe the odors you smelled today or yesterday in a delicatessen shop, a kitchen, a bakery, a

chemical laboratory, or a cafeteria, or the sounds you heard in a menagerie, a factory, a print shop, or your classroom before the bell rang, at a concert or a game, or on a street corner.

Identifying

When you lose your fountain pen or umbrella, it will probably be stored with a dozen or more other lost pens or umbrellas. To regain your lost article you need to be able to describe it, to identify it, to make clear in what respects it is different from other pens or umbrellas.

Practice 22

1. You have lost your hat, coat, fountain pen, umbrella, knife, bicycle, handbag, briefcase, a book, a package, a dog, or a cat. Describe it for someone who is helping you to search for it or has charge of lost articles. Think what details will identify the article.

2. Your little brother or sister has wandered away or been lost in a crowd. Describe the child to a policeman.

UNIT SEVEN

THE CLASS AS A CLUB

To accomplish anything, a meeting, like a business office, must have order and system. Parliamentary law is a set of rules which provide a method of transacting business smoothly, swiftly, fairly, and, above all, courteously. A good sportsman learns the rules of the game and abides by them.

Organization — First Day

The organization of the class as a club should take place early in the term. A temporary chairman, selected by the instructor, calls the class to order and appoints a temporary secretary to take notes of the meeting and later write a report. Either the instructor or a well-prepared student then explains the purpose of the meeting — the formation of a club to meet once a week during the English period.

After this explanation of the proposed club the chairman declares the question open for discussion. Pupils then present arguments for or against the proposal. When all opinions have been heard, the chairman restates the proposal and calls for a show of hands, first of those in favor of the organization of a club, then of those opposed. The majority rules. If the class votes to form a club, the chairman then appoints a committee of three to consider a suitable name for the club and report at the next meeting, and a committee of three to draft a constitution and by-laws (see Course One for model). If there is no further business, the meeting is adjourned.

Addressing the Chair

To "obtain the floor" — that is, to obtain permission to speak — rise and say, "Mr. Chairman" or "Madam Chairman." When the chairman "recognizes" you by repeating your name, but not before, you may proceed to speak. The chairman recognizes the first person to rise.

Making a Motion

ARTHUR (rising). Mr. Chairman.

CHAIRMAN. Arthur.

ARTHUR. I move that *the meetings of this club be held every Friday during our regular English period.* (For the italicized words substitute the motion you wish to make.)

SYLVIA. I second the motion. (The seconder need not rise, address the chair, or be recognized.)

CHAIRMAN. It has been moved and seconded that the meetings of this club be held every Friday during our regular English period. (This is called "putting" the motion.) Is there any discussion?

When the motion has been fully discussed, the class may call "Question," meaning that they are ready to vote.

CHAIRMAN. The vote is on the motion that the meetings of this club be held every Friday during our regular English period. Those in favor of the motion say "Aye." (Pupils vote.) Those opposed say "No." (Pupils vote.) The ayes have it; the motion is carried. (*Or* The noes have it; the motion is lost.)

To Amend a Motion

Amend means *change.* During the course of the discussion of a motion a member may move that certain words in the motion be changed, or that words be added to the motion, or omitted from it. The pupil rises and after being recognized says, "I move to amend the motion by striking out the words 'during our regular English period' and inserting the words 'after school.'" This motion must be seconded

before it is discussed and voted on. If it is lost, the original motion stands and is voted on. If it is passed, the chairman reads the motion as amended and it is discussed and voted upon.

To Withdraw a Motion

MEMBER. I move that Evelyn Spargo be permitted to withdraw her motion.

Before a motion has been stated by the chairman, the maker has the privilege of withdrawing it. After it has been stated by the chair, he may withdraw it only if no one objects or on a motion to withdraw.

To Lay a Motion on the Table

MEMBER. I move that we lay the main motion on the table.

A motion laid on the table is really lost unless a majority vote to take it from the table. Hence this motion is used both to delay action and to defeat a motion. It must be seconded and passed by a majority vote.

Practice 1

A member makes a motion to invite another English class to the next meeting of your club. The motion is seconded. Another member moves that the question be laid on the table. As chairman how would you proceed?

Election of Officers

The first part of the election consists of nominations. If there is no nominating committee, a member addresses the chair and says, "I nominate Edith Lathrop for president." The nomination need not be seconded. The chairman writes the name on the board and calls for other nominations. When there are no further nominations, a motion to close nominations may be made, seconded, and voted upon.

Commonly election is by secret ballot. If, to save time, a standing or show-of-hands vote is taken, candidates are voted on in the order of nomination, the votes being recorded on the board by the chairman, who does not vote except in case of a tie. The candidate who receives a majority vote is elected. If no candidate receives a majority, another ballot is cast, and this process continues until one candidate receives a majority. Members may change their vote on the second and succeeding ballots. The candidate with the fewest votes may be dropped after each ballot.

Duties of Officers and Committees

The **chairman** or **president** is the most important single member of the club, for on him depend the order and smoothness with which the meetings are conducted. He must call the meeting to order, call for reports, appoint committees, recognize members who wish to speak, require a person who has the floor to speak to the point, and preserve order.

The **secretary** calls the roll, records the attendance, takes notes on the business transacted and writes a report, carries on any correspondence connected with the club, preserves all committee reports, and prepares for the chairman the order of business for the day. When the president or chairman is absent, the secretary presides.

Committees are of two kinds: (1) the **standing committee,** such as a program committee, which is appointed for the entire term; and (2) the **special committee,** such as a committee on drafting a constitution, which ceases to exist after its final report has been handed to the secretary. Committees are ordinarily appointed by the president. Usually the first person named acts as chairman, calls meetings, presides, and makes the report to the club, which either takes no action on it or votes to adopt it.

Minutes

The secretary's report or minutes of a meeting should be accurate, brief, clear — the ABC's of good writing and speaking. Since all reports are preserved, they should be carefully written in ink in the secretary's book.

The report should include (1) the name of the organization; (2) the time and place of meeting; (3) the name of the presiding officer; (4) the purpose of the meeting; (5) the business of the meeting including the motions in the order in which they were made and the names of members appointed to committees; (6) important remarks; (7) the manner of adjournment; and (8) the signature of the secretary. Each motion is recorded in a separate paragraph. The discussion of the motions is usually not included in the minutes.

Practice 2

In turn let each pupil act as secretary of your English class for a day and write a report. Substitute in the preceding list the topic studied and things learned for motions made and committees appointed. Make the report a clear summary of the recitation.

Order of Business

The following is the order of business usually observed at club meetings of English classes:

1. Roll call by secretary — attendance recorded
2. Minutes of previous meeting read by secretary
3. Reports of committees
4. Unfinished business
5. New business, including the new assignment by the instructor
6. Program or speaker
7. Discussion of program presented or report of critic (the teacher or a pupil)
8. Adjournment

Organization — Second Meeting

At its meeting a week ago, Miss Scott's English class decided to organize as a club. Let's slip into the room and see how these students conduct a meeting.

CHAIRMAN (rapping on the desk). The meeting will please come to order. Will the secretary please call the roll.

The secretary rises and calls the roll.

CHAIRMAN. The secretary will read the minutes of the last meeting.

SECRETARY (rises and reads).

A special meeting of Miss Scott's English 34 class was called to order by the temporary chairman, Harold Olsen, Friday, February 8, 1935, at 11:15 in Room 403. The chairman appointed Kathryn Fulton temporary secretary.

He then introduced Miss Scott, who explained the purpose of the meeting — the formation of a club whose programs would consist of discussions, reports, speeches, recitations, and dramatizations related to hobbies and interests of the students — and moved that the class form such a club. The motion was seconded, and the chairman declared the question open for discussion. All opinions voiced by the students were enthusiastically in favor of the proposal. The motion was unanimously carried.

A motion to hold the next club meeting on the following Friday, February 15, in Room 403 during the regular English period was moved by Miss Scott, seconded, and carried.

A committee of three students — Frank Daly, chairman, Mabel Craig, and Carl Sims — was appointed to consider a suitable name for the club and to report at the next meeting.

The chairman also appointed Mary Seaman, chairman, Adelaide Otis, and Harry Valentine as a committee to prepare a constitution and by-laws.

The meeting adjourned on motion at 11:45 A.M.

Respectfully submitted,
Kathryn Fulton
Secretary

CHAIRMAN. You have heard the report of the secretary. Are there any corrections or additions? (He pauses.) If there are no corrections

or additions, the minutes stand approved as read. The next business before the club is the report of the Committee on Name.

FRANK (rising). Mr. Chairman (reads).

The committee appointed February 8, 1935, to consider a suitable name for the club wishes to submit the following report:

Ten suggestions for names were received by the committee from members of the class.

Three were selected as best: (1) The Forum — because it suggests a place where people meet for public discussion; (2) The Coöperative Speech Club — because it suggests the working together of all members of the class to improve their speech; and (3) S. P. C. A. (Society for the Prevention of Cruelty to Audiences) — because bad speech habits and boring subjects for discussion (two plagues of suffering audiences) will not be tolerated by the members of this club.

The committee recommends the adoption of the name S. P. C. A.

Respectfully submitted,
Mabel Craig
Carl Sims
Frank Daly, Chairman

Frank hands his report to the secretary.

CHAIRMAN. What is your pleasure concerning this report?

RITA. Mr. Chairman.

CHAIRMAN. Rita.

RITA. I move that the report of the Committee on Name be adopted.

FRED. I second the motion.

CHAIRMAN. It has been moved and seconded that the report of the Committee on Name be adopted. Is there any discussion?

CLASS. Question.

CHAIRMAN. The vote is on the motion that the report of the Committee on Name be adopted. Those in favor say "Aye." (Pupils vote.) Those opposed say "No." (Pupils vote.) The ayes have it; the motion is carried.

CHAIRMAN. Our next business is the report of the Committee on Constitution and By-Laws.

The chairman of the Committee on Constitution and By-Laws announces that the report is ready and hands a copy to the secretary. A pupil moves that the constitution and by-laws be adopted.

The chairman asks the secretary to read the constitution and by-laws one article at a time. After each article he asks whether there are any amendments. After the reading the chairman calls for a vote on the constitution and by-laws.

CHAIRMAN. The new business before the club today is the election of officers. Nominations for president are in order.

After three candidates are nominated, pupils vote by a show of hands. The chairman writes the results on the blackboard. Irene Duncan, who receives a majority of the votes, is declared elected and takes the chair; the chairman retires.

PRESIDENT. Nominations for secretary are in order.

After the election of a secretary the club authorizes the president to appoint a program committee and the members discuss the kinds of programs they would like to give.

PRESIDENT. Is there any further business? If not, a motion to adjourn is in order.

MICHAEL. Madam President.

PRESIDENT. Michael.

MICHAEL. I move that we adjourn.

NANCY. I second the motion.

PRESIDENT. It has been moved and seconded that we adjourn. All those in favor of adjourning say "Aye." (Pupils vote.) Those opposed say "No." (Pupils vote.) The ayes have it; the motion to adjourn has been carried. The meeting stands adjourned.

Constitution and By-Laws

A constitution is a body of permanent rules accepted by an organization for its government. By-laws, which are placed at the end of the constitution, are less important regulations of the club.

Programs

The program is the important business of the class organized as a club. The Program Committee may ask each

member of the class to write on a slip of paper his hobbies or special interests, listed in order of importance, and then with the instructor group the pupils according to their interests. For example, a Collectors' Group will be comprised of those pupils who collect stamps, plants, insects, specimens of rock, forms of sea life, photographs, and coins.

Weeks before the date set for the program, each group should hold a meeting to select a chairman, to plan a program, and present the plan to the instructor for his approval. In the club meeting the president of the club, the chairman of the Program Committee, or the chairman of the group will introduce the program in a few words, make necessary explanations, introduce each speaker, and, at the close of the program, lead the discussion.

Practice 3

Divide your English class into congenial groups and make a schedule of programs to cover the remaining meetings of the term. Here are some suggestions for programs:

1. A Magic Carpet Program presented by pupils interested in travel. Each speaker, basing his talk on travel or reading, tells about an interesting place and, if possible, illustrates his talk with lantern slides, snapshots, or other pictures. The following is one program of this type:

1. A trip up the Hudson. 2. Whittier land. 3. A day in Cambridge, Massachusetts. 4. The Poe shrine in Richmond. 5. Through the Yellowstone National Park. 6. Radio City. 7. Cornell University. 8. The *New York Times* building.

2. A Handwork Program. In a short illustrated talk each member shows how to model clay, to draw cartoons or caricatures, to hook rugs, to build model planes, to hammer brass, or the like.

3. A Vocation Program. In a short talk each member of the group reports an interview which he has had with some

person in the business or profession he hopes to enter on graduating from high school.

4. A Current Events Program. With the use of a dummy microphone and with the chairman acting as the announcer, each member discusses some political, economic, social, or scientific problem of today or broadcasts important news.

5. Book-Friends. Each member chooses a book which he has read recently and enjoyed, and enthusiastically introduces the class to the new book-friend. In preparation the speakers may use this outline:

1. Name, author, and kind of book
2. An interesting incident or fact
3. Principal characters with a brief description of each
4. Reasons for liking or disliking the book

Begin with an original sentence, not "The name of my book is *Captains Courageous* by Rudyard Kipling." Either speak the names so clearly that everyone will understand them, or write them on the blackboard. End with an important point.

6. A Motion Picture Review. Each member gives a short review of the best moving picture he has seen recently. For topics see page 50. Instead, the group as a whole may choose one outstanding production and each member may speak on one of these topics. The pupil who speaks on direction and sound effects should know something about the technique of the motion picture. An interesting book on this subject is Edgar Dale's *How to Appreciate Motion Pictures.*

7. The Players. This group presents a one-act play or dramatizes part of a book.

8. Science Program. The speakers explain recent inventions or scientific discoveries or discuss scientists and inventors — Thomas Edison, Henry Bessemer, Louis Pasteur, etc.

9. Community Day. Each speaker discusses a need of the city or community or outstanding features of the community and its government — for example, a local industry, fire protection, care of unfortunates, transportation facilities, opportunities for play, clubs and societies, the most useful citizen in the community.

10. The Story Tellers. Pupils read to the class stories they have written.

11. Experience Day. The group tell their unusual experiences.

12. Our Poets. The group read poems they have written.

13. A Hobby Program, which may be called "The Care and Feeding of Hobby Horses."

Other groups may prepare programs on Shakespeare, Dickens, Kipling, Mark Twain, Booth Tarkington, or another author; *Silas Marner* or another book studied in class; plays; great Americans; famous American women; famous pictures; heroes of fiction; dog stories; books about other animals; sports; or for Washington's, Lincoln's, or Lee's birthday, Armistice Day, Arbor Day, Mother's Day, Halloween, Thanksgiving, or Christmas.

Practice 4

1. For your club write a letter inviting the principal, the head of the English Department, another person, or a class to attend a meeting.

2. For your club write a letter requesting the privilege of visiting a factory, a newspaper plant, a broadcasting station, a museum, or another place of interest.

3. Write a letter inviting someone to address your club — for example, a member of the American Legion to speak on an Armistice Day program.

UNIT EIGHT

SPEAKING AND LISTENING

When a young man, Chauncey Depew was ambitious to become a leader in politics and industry. Knowing the value of the ability to speak clearly, forcefully, and entertainingly, he accepted gladly every invitation to address an audience and prepared his speeches thoroughly. While other young men were wasting their evenings in a variety of ways, he was gathering facts, incidents, anecdotes, ideas, and bits of humor for use in his speeches. By study and practice he became one of America's cleverest, wittiest, and most entertaining speakers. His ability as a speaker helped him to become both president of the New York Central Railroad and a member of the United States Senate.

Leaders are commonly forceful speakers. Look about you in school and out of school, and notice whether the leaders you know are good speakers. The radio has increased the audience of a talented speaker from a few thousands to millions.

In business and the professions the ability to speak is valuable. A lawyer tries to persuade the jurors to vote for an acquittal or a conviction. A teacher needs to know how to explain clearly what the pupils don't understand. A salesman must make clear the merits of his goods. An actor's success depends upon his ability to speak and act. A doctor explains symptoms and treatment to patients and nurses. A business man ordinarily dictates letters instead of typing them or writing them with a pen. A secretary needs a pleasant voice and correct English.

Practice 1

1. Is ability to speak valuable to a farmer? An architect? A banker? A carpenter? A dentist? An insurance agent? A musician? A pharmacist? A minister, a rabbi, or a priest? A politician or a statesman? An engineer? Why?

2. Show that a good speaker may be a more useful citizen than a person who can't express his ideas correctly, clearly, and forcefully.

Reciting

Because speech is a habit, no one can improve your speech for you. If, for example, you say *havin* for *having*, your teacher can show you how to pronounce the word, but you must break the bad habit and form the right habit by (1) really wanting to form the right habit, (2) practicing *having* again and again, (3) never saying *havin*.

Your best chance to practice good speech is in ordinary conversation. Likewise every time you are called on in class you have an opportunity to form good speech habits. Listen to your classmates, and notice how many of them stand up and answer their questions completely, pointedly, and distinctly in sentences, and how many mumble part answers. Then listen to yourself, and form the habits of speaking every word distinctly enough to be heard by everyone in the room, of cutting your words apart, and of matching your answer to the question. If the teacher has to retell to the class what you say — broadcast for you — resolve to learn to speak distinctly, and practice.

Purpose

Four common purposes of speaking are to entertain, to inform, to convince, and to persuade. Most after-dinner speakers and storytellers aim to entertain; teachers com-

monly aim to make clear or inform; debaters aim to convince or make others agree with them; a political speaker aims to persuade his hearers to vote for his candidate.

Even the lightest of speeches may have some serious purpose behind it, and often speeches of a serious nature are relieved by an occasional delicate sprinkling of humor. When you have chosen your topic and some humorous incident occurs to you in connection with it, include it. Beware, however, of dragging in any and every story by the heels with the deliberate attempt to be funny.

Plan

After deciding what your purpose is and collecting your material, decide what your main points are, arrange them in a natural order, and then fill in the subtopics of the outline.

How to Choose Your Life Work

I. Selecting various vocations you think you will like
II. Testing the vocations
    A. Their advantages
    B. Their disadvantages
III. Testing yourself
    A. Your character
    B. Your ability and strength
    C. Your health
    D. Your interest
IV. Eliminating the work you are not fitted for and selecting a vocation that you like and to which you are adapted

Practice 2

First, select a vocation in which you are interested: accountancy, advertising, agriculture, architecture, army, authorship, aviation, banking, carpentry, civil engineering, dentistry, electrical engineering, forestry, insurance, journalism, law, mechanical engineering, medicine, music, nursing,

pharmacy, photography, radio, railroading, secretarial work, salesmanship, social service, teaching, truck gardening, or another occupation. Next, decide whether you wish to inform, convince, or persuade. Collect information from your parents, older brothers and sisters, other relatives, and friends and from such books as Walter B. Pitkin's *New Careers for Youth* and Leverett S. Lyon's *Making a Living*. Then write the outline.

Memorize, Read, or Talk the Speech?

Speech and English teachers today throw up their hands in horror when a pupil gives a memorized speech. As a rule, the memorizer sounds like an automaton reciting, not a live boy or girl thinking and speaking. Because of some unexpected happening a written speech may not fit the occasion.

Since an ordinary radio speech must be timed to the second, reading is almost a necessity. But there facial expression, posture, and attention to the audience don't count. The listener's whole attention is focused on the voice and words of the speaker. But when a speaker is visible to the audience, much of the success of the speech depends upon his earnestness and naturalness of manner. Few people can read a speech and make it sound as if they were conversing with the audience.

The right way is to memorize the main points and then practice the speech a number of times — the more the better — in your own room. If you like, memorize your opening and closing sentences and a few phrases that sound well. Then ask one or more of your family to listen to you and give you suggestions. If you prepare in this way, you will not hesitate and stumble when you speak to the class, but will walk up confidently, say pleasingly what you have to say, and stop.

When you have completely prepared a speech, you need no notes unless you wish to quote a fairly long passage or give a set of statistics. Consulting notes, like wriggling, looking at the ceiling, or walking up and down the floor, takes your classmates' attention away from what you are saying to what you are doing.

Before the Mirror

Now let us stand before our full-length mirrors and practice our speeches on vocations. We'll notice our good points and also our bad ones.

Don't tell us we really look as funny as that! Our mirrors are saying that some of us are wriggling, twisting our handkerchiefs, clasping our jaws, or shifting from one foot to another. There, that's better. Now we're standing still and look comfortable. Our imaginary audience has ceased to worry about our mannerisms, for we're standing erect with one foot slightly ahead of the other so as to keep our balance. And we're standing easily, not stiffly, and we aren't slouching. Our hands are held comfortably at our sides or behind our backs — somewhere that will make us comfortable and will not annoy the audience.

Now then, for a smile! There's no need to glower at our classmates when we try to convince them that law is an overcrowded field or that not one shoe clerk in a hundred measures up to his job. Elmer on the rear seat will be more likely to sit still if we look at him rather than at the radiator, the ceiling, the floor, or a window.

Enunciation and Pronunciation

And now let us imagine that we are talking into microphones and must make it easy for our radio audience to hear every word we say. Yes, we'll fill our lungs with air, open our mouths, move our lips, speak slowly, enunciate

distinctly every sound, especially the endings of words, and cut the words apart. And, of course, we'll not show our ignorance or carelessness by mispronouncing words.

Practice 3

After preparing completely, talk to the class on the vocation you selected. Stand well, look at the class, speak distinctly, and be enthusiastic.

Voice

Let us next smooth off the rough corners of that rasping voice. Because voice is made out of breath, a person can't speak well if his lungs are empty. The secret of holding breath, as singers know, is breathing the natural way — by the use principally of the diaphragm. By trying to encircle your waist with your hands, press the air out of your lungs. Then take a deep breath without lifting the shoulders, and you'll notice that your hands are being pushed out. Now take another deep breath and hum as long as you can without taking a breath. Then count from one to twelve on one exhaling breath.

Proper breathing will help a rasping or otherwise unpleasant voice. But tension — that is, tight jaw, throat, or tongue muscles — is often a cause of harsh tones. Take a deep yawn to relax the jaw and throat muscles. Then say *me, may, mah, mo; le, lay, lah, lo; e, ay, ah, o* with the muscles of the mouth and throat relaxed.

When you breathe correctly and speak with relaxed muscles, your voice may lack resonance, which results from the resounding of the voice in the cavities of the head. The resonating space which many people neglect to use is the nasal cavity. Pronounce these words while concentrating on getting head resonance: *bingle, mingle, ringle, single,*

klingle. The back of the mouth is another important resonator; keep it large and free. Also open your mouth wide enough for the tones to come out, and make sure that your voice reaches the person farthest from you. It is most annoying not to be able to hear a speaker.

The slogan of the telephone company, "The voice with the smile wins," is one to keep in mind while practicing and when speaking to an audience.

Practice 4

1. Count from *one* to *twelve*, pausing for breath after *three*, *six*, and *nine*. Open the mouth to let the tone out. Watch it go down a long passageway.

2. Practice in a full, round, open-mouth voice such passages as the following. At each pause take a breath.

> Roll on, thou deep and dark blue Ocean, roll!
> Ten thousand fleets sweep over thee in vain;
> Man marks the earth with ruin — his control
> Stops with the shore.
>
> Ring joyous chords! — ring out again!
> A swifter still and a wilder strain!
> And bring fresh wreaths! — we will banish all
> Save the free in heart from our banquet hall.

Silences between Sentences

Well, *why*, *and*, *but*, *so*, and *then* are overworked words. Don't use them unnecessarily. Avoid starting sentences with *well* or *why*. Don't make a speech one long prattling sentence tied together by *and . . . and . . . and, so . . . so . . . so*, or *then . . . then . . . then*. End your sentences and begin new ones. Show by a silence where each sentence ends.

Don't fill pauses with *urs*. When you stop to think, turn

your voice off. When you are pondering what to say next, keep your mouth closed until you are ready to say something definite.

Words

Two common mistakes are the unnecessary repetition of words and wordiness, which is the use of more words than are needed to express the idea. Avoid these errors and also the faults in word choice which your teacher and classmates point out.

Grammar

In speech boys and girls often make grammatical mistakes which they wouldn't be guilty of in written work.

Practice 5

Correct the following mistakes:

This here book; that there book; I ain't going; he don't; they was going; you was; me and Harry went; he don't know nothing; between you and I; it's him; John he went; being I was tired, I went to bed early; these kind; throwed; clumb; drownded; attackted; would of; could of; hisself; them things; we was; wouldn't do nothing; he laid down; he set down; I seen; he come yesterday; he has went.

Speaking to the Audience as Individuals

If you know your subject and are enthusiastic about it, you will probably be eager to tell others what you know. If you also think of your audience as individuals and speak directly and sincerely to each one, your hearers will be glad to listen to you. Keep in mind that public speaking is merely expanded conversation. Think along with your audience, and keep your audience thinking along with you.

An Egyptian Idol

Most of you know that the Egyptians worshipped large idols as gods as well as certain animals, but I wonder if you've heard of their personal

gods. These gods were strictly private and were not shown even to other members of the household. They were only a few inches tall and were in the form of people or animals. Everyone owned at least a few and the number increased according to rank. Their purpose was to protect only the owner and at his death the idols were enclosed in the mummy case with the body. This little idol which I have in my hand is one of these gods. It was owned by a daughter of one of the Pharaohs. At her death the idols, which were in her bed for the purpose of curing her, were wrapped right in the mummy case with her. A friend of mine, whose father was a member of the French Embassy, was present at the time the tomb was opened, and this idol was given to her.

It is interesting to note its appearance and construction. The large head, the headdress, the beads, and the position of the hands probably all have some meaning. What it is, we can only guess, but when we consider that the idol's age is several thousand years and that a princess actually believed in its power, a stranger feeling of wonder is aroused than if we knew the exact facts concerning its origin and meaning. — PUPIL'S SPEECH

Practice 6

Do you own some small object of interest — for example, something you made? If so, bring it to school and tell your classmates about it. If not, tell entertainingly about something you have seen — for example, a picture in a gallery, an object or exhibit in a museum, a place or building of historical or literary interest, a monument, a recent invention, an unusual store window or building, or the funniest sight you ever saw.

Clearness and Interest

If one doesn't understand at first a printed sentence or paragraph, he can reread it. A speech is different. If the hearers don't understand a spoken sentence, they don't have another chance to find out what the speaker means. Hence in speech the rule is, Make what you say so clear that nobody can possibly fail to understand you. Von Moltke's final instructions to his officers at the beginning of

the Franco-Prussian War were, "Remember, gentlemen, that any order which can be misunderstood will be misunderstood."

Most of the thousands of movie houses in the United States are filled night after night because people like pictures and stories. Here are two suggestions for you. Paint word pictures and introduce occasionally an incident or an anecdote to illustrate a point. Use also quotations, blackboard diagrams or sketches, photographs, and models to make your points clear and to hold the interest of your classmates.

Anecdote

An anecdote is a brief incident which leads up to a humorous or surprising point or climax. Numbers 1 and 2 below are examples.

1

(This anecdote will help you to remember that the past participle of *get* is *got*.)

From his office a New York business man telegraphed to his wife at their home in a remote suburb, "I have gotten tickets for the opera tonight." The telegram delivered was, "I have got ten tickets for the opera tonight."

Delighted, she went to the phone and invited eight friends to the opera that night. All joyously accepted.

When the party of nine reached the opera house, the husband was astonished. As soon as he realized that he had eight guests, he hurried off in search of tickets. He found in front of the box office a "Standing Room Only" sign and on the sidewalk speculators selling tickets at exorbitant prices. His mistake in a verb form proved expensive.

2

There was a discussion in class about the creation. Roger spoke up excitedly: "But my father says we are descended from monkeys."

"Now, that's all right. That's all right, Roger," said the teacher. "But we haven't time to discuss your private family affairs here in class."

Practice 7 — Discussion

1. What is a pun? Who can give an example?
2. What is meant by the incongruous? The whimsical? Give examples.
3. Who can give examples of humorous exaggeration or understatement? Name humorists who have used these devices.
4. What is satire?
5. What is good and poor taste in telling anecdotes?

Standards for Telling an Anecdote

1. Begin promptly.
2. Travel directly towards the point of the story. Don't waste a word.
3. Make your point and stop.
4. Enjoy your own story but don't laugh while telling it.

Practice 8

Your teacher will announce two or three days in advance "Anecdote Day." Find a good anecdote in a newspaper, magazine, or book — for example, in the writings of Irvin S. Cobb, Ring Lardner, A. A. Milne, Will Rogers, Stephen Leacock, or James M. Barrie — and prepare to tell it. Perhaps you can find an anecdote about Franklin D. Roosevelt, Theodore Roosevelt, Abraham Lincoln, George Washington, Robert E. Lee, Charles A. Lindbergh, Amelia Earhart, Richard E. Byrd, or another famous man or woman. Most biographies and autobiographies, such as Chauncey M. Depew's *My Memories of Eighty Years,* W. T. Grenfell's *Adrift on an Icepan,* Helen Keller's *Story of My Life,* Hamlin Garland's *A Son of the Middle Border,* and Jacob A. Riis's *The Making of an American,* include anecdotes.

Listening

The four language arts are speaking, writing, reading, and listening. By reading and listening we get ideas to express in our speech and writing. Because the radio and the

talking picture have made us the most talked-to people in history, listening is especially important in our modern world.

When we don't wish to listen to the radio, we turn it off. Our classroom is somewhat different. There listening is courteous, helpful, and profitable.

Practice 9 — Discussion

1. Why is good listening courteous?
2. How does the good listener help the speaker?
3. What effect does an inattentive audience have on a public speaker?
4. What effect do good listeners have on a timid speaker?
5. What kind of audience do you prefer to talk to? Why?
6. In what ways is listening profitable?

Practice 10

Making use of a blackboard diagram or sketch or a photograph, explain clearly how to make or do something or how to play a game. Explain, for example, a girls' game to the boys; a boys' game to the girls; how to build something or do some boy's job, to the girls; how to make waffles, to the boys.

To test listening the teacher will ask pupils to retell explanations or important points in them.

1. How to make an ice boat, a cedar chest, a bookcase, or a birdhouse. 2. How to make an apron. 3. How to prepare a garden for planting, to plant a garden, or to care for a garden. 4. How to play tennis, hockey,

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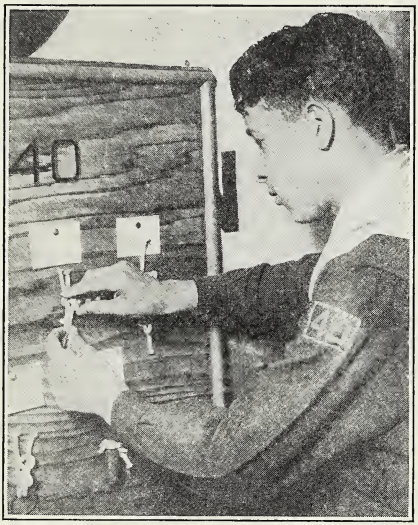
THE SONG OF THE LARK

captain ball, or volley ball. 5. How to wax a floor, shellac a floor, or refinish a floor. 6. How to paint a room. 7. How to take care of a furnace. 8. How paper is made. 9. How sugar is refined. 10. How a person is put out in baseball. 11. How to make a bed. 12. How to set a table for lunch. 13. How to prepare a school lunch. 14. How to arrange furniture. 15. How to graft an apple tree. 16. How to use the telephone. 17. How to reach Chicago by automobile. 18. How to make a campfire. 19. How to pitch a tent. 20. How to play any simple game or to do or make anything. 21. How to mark out a tennis court or a baseball diamond. 22. How to find the height of a tree without climbing it.

Practice 11

Prepare to give in class an instruction which all the pupils will carry out as you give it. If you are a Boy Scout, you may supply each one with a piece of string and teach the class how to tie various kinds of knots. Other suggestions



Ewing Galloway

A Scout Building a Troop Knot Board

are to give instructions for (1) making a doll out of a handkerchief; (2) making a hat out of a piece of paper; (3) making a paper airplane or boomerang; (4) writing the heading, address, and salutation of a business letter perfectly; (5) writing a brief topical outline; (6) playing cat's cradle; (7) making animal heads with the hands.

In conversation you always notice whether your friends are listening. When you speak in class, be aware of what

the pupils are doing and thinking. If they don't seem interested, think why and try hard to catch their attention.

Beginning and Ending

First and last impressions are especially important. If the beginning is inviting, your classmates will gladly listen to your speech; if your ending is forceful, they will remember your chief point. If you have two minutes for a speech, time yourself often enough to be sure that you can finish within the two minutes. If the chairman's gavel, bell, or lead pencil stops you, your speech is left hanging in the air and your hearers know that you did not reach your most important point.

Standards for Speakers

1. Have a definite purpose in mind.
2. Find adequate, interesting material.
3. Plan.
4. Practice your speech but don't memorize it.
5. Stand easily, not stiffly. Avoid annoying mannerisms.
6. Look at your hearers and talk to them as individuals.
7. Speak distinctly.
8. Use a pleasing, musical voice.
9. Show by a silence where each sentence ends.
10. Avoid errors in grammar and word choice.
11. Be in earnest.
12. Make what you say so clear that nobody can possibly fail to understand you.
13. Arouse interest with your first sentence, and end with a forceful sentence.

Don't utter a word until you have the attention of the entire class. Take a breath. Then speak clearly and firmly.

Practice 12

Prepare to speak to the class entertainingly on one of the following topics. Have a good beginning and a good ending sentence. Every time you practice your speech at home, carry out suggestions 5 to 13 on page 114. This is the way to form good speaking habits.

1. My favorite book. 2. A recent exploration. 3. Making moving pictures. 4. A pet. 5. An interesting experiment. 6. A camping experience. 7. Tramps I have met. 8. A hero. 9. Caught in a storm. 10. My hobby. 11. Why I should like to be a doctor (or something else). 12. My experience as a worker in a store, a bank, an office, a printing shop, or a factory. 13. My Boy Scout work. 14. My Girl Scout work. 15. How I trained my dog. 16. What I saw and heard at the game. 17. How I study English (or another subject). 18. My home duties. 19. My outside interests. 20. What I saw in the woods. 21. My neighbors. 22. The play that won the game. 23. My favorite pictures. 24. The kind of movie I like.

Practice 13

Health is a corner stone of a happy and successful life and is especially important to a speaker. Prepare to give the class worth-while ideas on one of these topics:

1. How Theodore Roosevelt won good health. 2. How to form health habits. 3. A healthy mind. 4. The air in our homes. 5. A healthy mouth. 6. Eating to live. 7. Posture. 8. Healthy feet. 9. Care of the eyes. 10. The benefits of outdoor exercise. 11. Dressing for health and comfort. 12. Alcohol. 13. Tobacco. 14. Madame Curie. 15. Louis Pasteur. 16. Taking care of a sick person. 17. Preventing accidents. 18. First aid. 19. Healthful occupations. 20. How to prevent colds. 21. A sensible school lunch. 22. Sanitary conditions in our town (or school). 23. Why avoid drugs? 24. Why the mosquito and the fly are dangerous. 25. Milk as a food.

Announcement

An announcement should be explicit. It should leave nothing to one's imagination. In addition to telling attractively what the event is, an announcer should make clear the time, the place, the date, the price of tickets, and the purpose of the event. If necessary, explain how to reach the place.

The Young People's Society of the Richmond Hill Baptist Church, 114 Street and 91 Avenue, takes pleasure in announcing its annual play, a side-splitting comedy entitled "Digging Up the Dirt." The cast includes Ruth Rich, Royal Bauser, and many more talented young actors, and the play can't help but be a great success. It will be held at the church on Friday, May 25, at 8:15 sharp. Tickets are fifty cents and may be purchased from any member of the society or at the door. Come, or you'll regret it.

Practice 14

Announce either in your English class or in one or more home rooms a game, a club meeting, an entertainment, a lecture, a contest, an exhibit, a social event, or another class or school activity.

Sales Talk

If we listen to radio programs, we can't escape hearing sales talks. Let us listen thoughtfully to salesmen and learn how to make an effective sales talk.

Practice 15 — Discussion

1. Of radio or other sales talks you have heard recently, which one seemed to you most likely to win customers? Why? Which seemed least effective? Why?
2. What are some points for a salesman to keep in mind?

Sales talk by pupil:

Not long ago a man with an inventive turn of mind lost his fountain pen. When he tried to buy a new one, he found that none wrote with as

fine a line as he desired, so he produced an entirely new type of pen, the Writewell Adjustable.

This pen draws lines of nine different widths, varying from extra fine, suitable for drawing, to extra bold, which is very useful in making corrections or addressing packages. One of these nine widths will fit each of your needs, no matter what they are. A small lever in the point adjusts the size in less than one second's time. The cap of the pen is used to move the lever and is so constructed that it makes a very convenient handle.

The Writewell Adjustable, moreover, is a sackless, self-filling pen and holds fifty per cent more ink than the ordinary pen. The price is only five dollars. No matter what your occupation, no matter what kind of pen you need, you will find this is the only pen for you.

Practice 16

Sell an object or an idea to the class. If you select a magazine, a book, or something else that you can carry, bring it to class. If you decide to sell an automobile, a blackboard diagram may help you to make a point clear. Give accurate information; make your appeal forceful; use your most pleasing tones. Put life and vigor into your voice; don't talk as if you were weak, sick, or tired.

1. Tickets for a game, a play, a concert, or a school circus. 2. A dictionary. 3. Another book or a set of books. 4. A magazine. 5. The school paper. 6. A fountain pen. 7. A typewriter. 8. Apples. 9. Candy. 10. The idea of thrift or a bank account, loyalty, sportsmanship, courtesy, safety first, order in the halls and the lunchroom, studying science, respect for the flag, sensible dress. 11. A recent invention. 12. An invention of your own. 13. An automobile. 14. A picture. 15. A hobby. 16. Any other article or idea that appeals to you. For example, persuade your classmates to join a school club or vote for a candidate for a school or class office.

How to Memorize Poetry

Memorize the first three stanzas of Gray's *Elegy in a Country Churchyard* in the best way.

The curfew tolls the knell of parting day,
The lowing herd wind slowly o'er the lea,

The plowman homeward plods his weary way,
And leaves the world to darkness and to me.

Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds,
Save where the beetle wheels his droning flight,
And drowsy tinklings lull the distant folds;

Save that from yonder ivy-mantled tower
The moping owl does to the moon complain
Of such as wandering near her secret bower
Molest her ancient solitary reign.

These stanzas are the twilight setting of a poem about a graveyard and the people buried in it.

In the first sentence what is the meaning of *curfew, tolls, knell, parting, lowing,* and *lea?* Notice that in line 3 the poet says *weary way,* whereas we would say *weary plowman.* What picture does this sentence paint?

In the second long sentence what is the meaning of *glimmering, droning, tinklings, lull, folds, ivy-mantled, moping, bower, solitary, reign?* What is the subject of *fades?* Nobody knows whether the second line means that all the air holds a solemn stillness or that a solemn stillness holds all the air. Where is the owl? To whom is she complaining? About what? What picture does this sentence paint? What sounds does it suggest?

Notice that the poet, who is alone in a country churchyard at twilight, is in a thoughtful mood.

Read the selection aloud, getting and giving the thoughts and the feeling.

After one understands a selection, he is ready to work out and memorize a simple outline.

1. Curfew tolling
2. Cows going home
3. Plowman going home
4. Landscape fading

5. Air very still except for —
   a. Whir of a beetle in flight
   b. Distant sheep bells
   c. Owl hooting

Next answer these questions in the words of the poet: What is the curfew doing? The plowman? What are the lowing herd doing? How does Gray say that he is alone and that it is getting dark? How does he say that it is quiet? What does he say about the beetle? The sheep bells?

Notice the words beginning with *p*, *w*, and *s* in these lines:

> The plowman homeward plods his weary way.
> And all the air a solemn stillness holds.

Read the selection again with attention to interpreting the ideas and the feeling. Then close your book and repeat as much as you can recall of the entire selection you are memorizing. Do not memorize a stanza at a time. When necessary, open the book to find what comes next. Then run through the three stanzas a number of times until you rarely need to use the book. As you recite, both think and feel what you say.

For three or four successive days recite the selection. Then at longer intervals review it.

Practice 17

Memorize a selection assigned by your teacher. Understand the ideas, see the pictures, make a rough outline, memorize the outline, answer questions about the poem in the words of the author, notice the choice of words, and then proceed to the memorizing of the whole selection at the same time.

UNIT NINE

THINKING, DISCUSSING, AND DEBATING

Why Learn to Think?

In an essay called "Citizenship," James Bryce says that the unwillingness or the inability of people to think is a real danger to democracy. If a person does not know the difference between sound and unsound reasoning, he can't distinguish between the truth and false propaganda and can't vote intelligently. Although thinking is the hardest kind of mental work and hence is heartily disliked by the mentally lazy, it is both an enjoyable and a most profitable form of activity.

What Thinking Is

Webster defines *to think* as *to reflect for the purpose of reaching a conclusion; to reason.* When, having a chance to elect either French or physics, you jot down the arguments in favor of each subject, compare them, weigh them, and then decide which would be more advantageous to you, you are thinking. When, having a chance to go to the movies, you compare the pleasure and profit of an evening at a photoplay and an evening of reading, you are thinking. If you play baseball, you probably do some real thinking as you

stand at bat. You see the ball leave the pitcher's hand, you watch it, you decide where it is going, and then you decide what you are going to do.

Example:

How I Decided to Own a Dog

When last summer I visited Uncle Will on his big Kansas farm, I played with Punch, his bulldog puppy, and wished I had one just like him. A dog, I knew, is a faithful companion and enjoys playing with boys and girls. But a farm with a barn, sheds, and fields is quite different from a city home with a small yard and a garage. Isn't a dog in the city more bother than fun? When I put this question to two of my friends who have dogs, both said emphatically "No." Then I was ready to ask Father and Mother to buy me a bulldog puppy. They surprised me by saying without a moment's hesitation, "Yes, if you will take care of him." Father also told me what care a dog requires and how much bother he is. After weighing in my mind both the work and the fun, I said, "All right. How soon can we buy him?" — PUPIL

Practice 1

Explain clearly some thinking you have done before reaching a decision. Perhaps these topics will suggest some subject you have thought about.

1. Shall I study Latin? 2. Shall I buy a bicycle? 3. Shall I play football? 4. Shall I smoke cigarettes? 5. Shall I leave school? 6. Shall I work after school? 7. Shall I work during the summer vacation? 8. Shall I join the Boy Scouts, Girl Scouts, Campfire Girls, or some other club, organization, or society? 9. Which high school shall I attend? 10. What course shall I take? 11. What subjects shall I elect? 12. Shall I copy my written homework or lend it to a friend to copy? 13. Shall I go out for the track team? 14. What book shall I select for supplementary reading? 15. Shall I buy this suit, dress, or hat, or that one? 16. Shall I subscribe for the school publications? 17. Shall I go to the football game or help Mother? 18. Shall I chew gum? 19. Shall I go to college? 20. Shall I cheat in an examination if I have a good chance? 21. Shall I work hard for high marks in my school subjects or aim at the lowest passing mark?

Faulty Reasoning

Insufficient Evidence

When a child burns himself by putting his hand against a stove, he may decide that stoves are dangerous and keep away from them. Perhaps he will have to be burned two or three times before he thinks this matter through. His reasoning serves his purpose but is not a hundred per cent sound, for stoves burn only when there is fire in them. Likewise when he pats one dog and reasons that all dogs like to be patted, sees a dozen white sheep and concludes that all sheep are white, sees a hundred trees with green leaves and decides that all trees have green leaves, he is jumping at conclusions.

Practice 2

Show that the reasoning in eight of the following is faulty, because the person jumped at a conclusion without having sufficient evidence:

1. Mr. Cahill, prominent in the town's politics, accepted a bribe from a contractor. All politicians are thieves.
2. Abraham Lincoln, Alfred E. Smith, and Thomas A. Edison did not graduate from high school. Why should I complete my high school education?
3. Harry Hincher made a fortune in oil. Therefore I shall go into the oil business and make a fortune.
4. There is no need of working hard in this class. One of my friends passed the course last term without doing much work.
5. James Leonard is an honest boy, for he received an A in school citizenship.
6. Many candidates compete for every job available. Therefore a student who expects later to apply for a position should aim to be outstanding in personality, training, and ability.
7. The Central High baseball team defeated Manual Training High by a score of 7 to 5. Manual Training beat Jefferson High by a score of 2 to 1. Therefore Central High will undoubtedly defeat Jefferson.

8. Mary Seaton copied a paragraph of her term essay. That is literary theft. Therefore she would steal a purse if she had a chance.

9. Twenty-one million jars of Painease are sold every year. Therefore it will cure me.

Untrustworthy Evidence

When a distinguished actor talks about acting, he speaks as an authority on the subject; but when he talks about science, religion, politics, health, beds, or cigarettes, he is no longer an authority, and his opinion is worth no more than that of any other man with equal intelligence and knowledge of the subject. Moreover if he is receiving thousands of dollars for signing a recommendation of a brand of cigarettes or make of beds, his statement is untrustworthy evidence. A man's opinion is valuable if he knows what he is talking about and is honest and unbiased. An honest man's opinion about himself, his family, his close friends, and his enemies is likely to be biased.

Because some newspapers try to live up to the motto "Nothing but the truth" and others write scare headlines with no facts behind them, distort, exaggerate, and misrepresent, one newspaper may be a good authority on a subject and another may be untrustworthy evidence. Like people and newspapers, some books and magazine articles are more trustworthy than others. Both truth and falsehood are printed.

Mistaking the Cause

A cause always has an effect, and an effect has a cause. If, for example, a boy has a laboratory at home, it may be the cause of his becoming a scientist.

Often in searching for the cause or the effect of an act, we jump at conclusions. For example, after a good dinner a person has an attack of indigestion and says, "It's the fish." Perhaps the real cause was lack of exercise, smoking, or overeating cucumbers, radishes, or ice cream. John Wilkins,

who is big and strong, fails to go out for the football team. Some say, "Wilkins is a coward." Perhaps the real reason is that his parents object, he works after school, he is behind in his school work and can't afford the time, or he believes that football is overemphasized. When Silas Marner was accused of theft, his knife was found in the deacon's bureau, where the little bag of church money had been. The people supposed that Silas had stolen the money. But this was evidence which the real thief, William Dane, had "planted" to throw the blame on Silas.

Practice 3

Show that in seven of the following the reasoning is faulty:

1. The crops in those fields are bad. The farmer must be lazy.
2. I heard a dog howl in the night and knew something dreadful would happen. The next morning the newspaper told of the horrible tragedy off Asbury Park when the steamship *Morro Castle* burned.
3. During the World War there was a heavy rainfall in America. This followed cannonading in Europe. Therefore the cannonading caused the rainfall.
4. I have not been feeling well this year. Bad tonsils often pour poison into the system. Therefore I shall have my tonsils removed.
5. One day I opened my umbrella in the house. At school that day I failed my English test. Therefore one should not open an umbrella in the house.
6. The tryout for the speaking contest was held yesterday. Harold Johnson failed to appear. He must be afraid to speak in public.
7. The faster a plane flies the more trips it can make in a year; hence for the same traffic fewer airplane pilots are needed per plane-mile as speed increases.
8. There is a light in the house. Someone must be at home.

False Analogy

Analogy is the name of such arguments as the following: "Washington High has a swimming team; therefore our school should have one"; "The honor system is a success

in Fairview College; therefore it would be a success in our high school." Sometimes education is likened to plowing and harrowing a field, and building a composition is compared with building a house. An analogy is good proof only if (1) the points of similarity outweigh the differences and (2) there is no essential difference. If Washington High has a swimming pool and your school hasn't, this essential difference makes the argument from analogy worthless. If Fairview College is composed of a selected group of men and women 18 to 25 years old and your high school is made up of an unselected group of boys and girls from 14 to 18, this vital difference makes the analogy false.

Ignoring the Question

At the end of the term an instructor received from one of his students a letter containing this argument: "I have noticed that I am the only pupil in the class who failed. Because I don't want to spoil the record of the class, I hope you will raise my mark to 65 per cent." This letter ignores the question upon which a pupil's passing depends: Has this student done his work satisfactorily?

Perhaps you have heard a political orator urge the support of his candidate because Jefferson, Jackson, Cleveland, and Wilson were Democrats or because Lincoln, Garfield, Theodore Roosevelt, and Coolidge were Republicans. This argument ignores the real questions, which are, What kind of man is your party's candidate for governor, senator, or mayor? What will he do if elected?

Practice 4

In twenty of the following the reasoning is unsound or unconvincing. In each case, name the defect and show clearly that the argument is not convincing.

Example:

The two graduates of Harton College whom I know are snobs. Therefore Harton is a snobbish college.

Fault — insufficient evidence. One cannot judge a college by two graduates. Any college may have two snobbish graduates.

1. If you don't believe what I say about this marvelous tonic, buy a bottle for a dollar and try it.

2. Edison, the electrical wizard, slept only four or five hours a night; therefore five hours of sleep is enough for anybody.

3. Warner Lewis suffered from headaches. He took three bottles of McFadden's Indian Herbs and now is well. The medicine cured him.

4. These two companies were combined three years ago. Because it is impossible to unscramble eggs, the companies can't be separated.

5. Naturally, you buy your meat from the butcher who has the best. If a butcher shop does not advertise its meat, there must be something wrong with it.

6. A government is like a human body. Because the brain has control of the entire body, the president's or king's authority should be unlimited.

7. Howe's attorney is a scoundrel; therefore Howe must be guilty of the burglary.

8. Experiments show that rapid readers remember more of what they read than slow readers do. Therefore a student should learn to read rapidly.

9. Harry Lewis has an innocent face and a kind mother; therefore he did not cheat in the examination.

10. I ate some olives for dinner and suffered from indigestion in the night. Therefore I shall not eat olives again.

11. I once sat at a table of thirteen and later was hurt in an automobile accident. Therefore I shall never again sit at a table of thirteen.

12. A cigarette advertisement says, "Old Virginias do not irritate the throat." Therefore Old Virginia cigarettes are not injurious to the throat.

13. Miss Reddy, a leading Broadway actress, sleeps in a Smooth and Soft Bed; therefore these beds are the best on the market.

14. Our tonic prevents baldness. Look at the pictures of the hair of six people who use this tonic.

15. A boy who seldom studied said that he failed his history because his instructor had a grudge against him and was a poor teacher.

16. I have just read of two bank failures. I shall never again deposit money in a bank.

17. Daniel Frohman, President of the Actors' Fund of America, says, "The actor's profession is a most precarious one." Because my mother and I will need a steady income, I shall not try to go on the stage.

18. Our company pays dividends amounting to 10% a year on the money invested. If you invest with us, you will soon be rich.

19. A yellow journal says that Japan is preparing to attack us. Therefore we should prepare for a war with Japan.

20. The Harmons have bought a new Lincoln. Why can't we have a new car as good as theirs?

21. Prisoners in penitentiaries have good food, don't work as hard as most people out of prison, play baseball and football, read the papers, go to the movies and to other entertainments, and listen to the radio. This treatment of criminals is responsible for the increase in crime.

22. I got out on the wrong side of the bed this morning and knew that bad luck would pursue me all day. And, sure enough, I lost my fountain pen during the lunch period.

Practice 5

Give an example of crooked thinking that you have done in school or out of school. Name the fault in your reasoning and show clearly that your thinking was illogical. Before writing study the following example.

Fortunately Father Said "No"

Once when my school work was rather heavy, I decided that I needed more time for study. After considering several ways of saving time, such as giving up my music, my church work, or my club work, I hit upon the brilliant idea that health education is a waste of time and that, armed with a doctor's certificate, I could escape from this subject. I reasoned that the hour in the gymnasium is of no special value to one like me who intends to teach history, not health education. Our family physician, I thought, would give me the necessary certificate because he is a personal friend of father's. Fortunately father not only refused to try to get the certificate but showed me that my thinking had been exceedingly crooked.

Fault — insufficient evidence.

As father pointed out, I, forgetting that one can't have a sound mind in a sickly body, with a flimsy reason was asking him to try to persuade our physician to perjure himself. — Pupil

Practice 6

Give in detail some logical (or straight) thinking you have done. Perhaps these topics will suggest a subject on which you have thought.

1. Why I can't discuss pointedly a topic I have studied. 2. How I picked a camp for my summer vacation. 3. Why the car stopped. 4. Why the radio wouldn't work. 5. Why the cake was a failure. 6. Why I failed in English (or another subject). 7. Why our team lost the debate or the game. 8. How I decided to be an engineer, a doctor, a lawyer, etc. 9. Why I voted for Harry Thompson. 10. How I planned the birdhouse, table, or bookcase. 11. How Father and I selected our new car. 12. Why the vacuum cleaner, binder, or washing machine wouldn't work. 13. Where I shall buy my next suit or dress. 14. Why Mr. Cole's lawn is better than ours. 15. What school clubs to join.

Discussing

To take an intelligent part in the discussion of the big game, the Boy Scouts, the best books of the year, or the political situation, one must be able to think straight and must have also either facts or the opinions of those who are accepted as authorities on the subject. In other words, one must back up his assertions with proof. A person who makes the statement that Boy Scouts are honest may give such examples of honesty as have happened recently in New York City. Two small Boy Scouts found a purse containing $140 and turned it in at the local police station. Other Boy Scouts found an $800 deposit lost by the manager of a chain grocery store and turned it in at the bank.

Discussion of a motion to raise club dues:

Mr. Chairman, the dues which have been suggested are, in my judgment, too high. The secretary's records show that seventy per cent of the active workers of this club are still attending high school. They need carfare and lunch money and have many other expenses. While these dues may not seem very large to a person who is working, they represent a great part of the small allowance of an ordinary high school student.

Then too, we are now putting on a drive for new members. When the manager of a grocery store wants to get new customers, he does not raise prices; he advertises a bargain sale. The same idea can be applied to this organization. What is lost through lower dues will be more than made up by the larger number of paying members.

Isn't it sensible to continue our present dues and not only hold all the members we have but add many new ones? If we raise the dues, we shall force out of the club some valuable members who can't afford to pay high dues. — PUPIL

Group Discussion

What a dull world this would be if everyone agreed with everyone else! To discuss means to consider a question from all angles for the purpose of arriving at the truth. As a result of the discussion the members of the group may decide on a plan of action or by vote express the conclusions reached. To debate is to present evidence for or against a proposition announced at the beginning of the meeting.

Discussion is really thinking and talking a problem out together. Each person presents his thoughts; then the group weigh the ideas, discard the thin, airy ones, and hold fast to the solid, valuable ones. People who think their own ideas always best and who lose their tempers readily are likely to act peevishly if their suggestions are rejected. A sensible person presents pointedly his ideas and proof, listens understandingly to others, and then accepts gracefully the decision of the group.

Discussion is an activity in which you will take part all your life. It is your responsibility as a citizen of a democratic nation to take an active part in the discussion of its problems in an attempt to arrive at wise solutions.

Preparing for Discussion

1. *Choosing a subject.* Choose a subject for discussion in which a question of opinion, not of fact, is involved. A discussion of the shape of the earth would be a waste of

time, because there is unquestionable proof that the earth is round.

2. *Gathering material.* Take account of what you know or believe about your subject. Clarify your ideas by setting them down on paper. Then talk with others about the subject and do independent research in the library if it is a subject about which articles have been written. Reject material which is not on the topic.

3. *Organizing your knowledge and practicing.* If you have thought earnestly and intelligently about the topic, your ideas are probably clear in your mind. If so, it is easy to write down your main points in the form of an outline. To avoid awkward pauses keep these main points well in mind during the discussion. After planning your speech practice it by yourself or on your family or friends. Before the class change your speech as much as is necessary to fit the conditions. The art of "thinking on one's feet" or formulating one's ideas quickly and clearly while talking is a valuable asset and can't be learned by reciting memorized speeches.

Practice 7

Prepare to discuss the following topics. Have something to say on each subject, some facts, some reasoning based on facts, or the opinions of authorities on the subject.

1. If you had a chance to live in the country, state, city, or town of your choice, which would you select? Why?

2. Are good manners valuable? How?

3. While the teacher is out of the room, some crayon is thrown. The class shield the guilty pupils. Prove that the teacher is (or isn't) justified in punishing the entire class.

4. Thirty pupils left the building without permission to see a thrilling moving picture scene photographed. Because of a teacher's absence, twenty-five escaped detection. Should the five detected be punished? Convince the teacher or the five pupils.

5. The teacher has asked the question, "What would you do if the con-

ductor didn't collect your fare?" James Strong has said, "I'd keep it. The cars are jammed and cold as an icehouse. I sometimes have to wait twenty-five minutes for a car. Besides, if I gave the conductor my fare, he would probably pocket it. If he didn't, an inspector might see me paying my fare and report the conductor for his mistake." Prove that James is right or wrong.

6. Many children believe that their best friend at Christmas time is Santa Claus. Do you think parents wise to teach their children to believe in Santa Claus? Why?

7. A writer in *Harper's Magazine* lists these eight accomplishments which he considers important for a young man:

Swim a mile	Speak in public
Cook	Ride a horse
Dance	Drive a car
Typewrite	Speak at least one foreign language well

Discuss this list. What would you add? Why? What are important accomplishments for girls? Why?

Joining in Group Discussion

1. Take an active part in the discussion but do not monopolize.

2. Speak clearly, audibly, and pleasingly.

3. Show self-control and courtesy when you speak. When ruffians disagree, the argument is sometimes settled by a left hook to the jaw. When gentlemen disagree, they present courteously and clearly their points of view, argue out their differences, and usually come to an agreement that is fair to both.

4. Give facts or the opinions of authorities to support your statements.

5. Keep your audience thinking along with you. Don't bore them.

6. Stick to the subject.

7. Listen alertly and open-mindedly to others for the purpose of arriving at the truth of the matter.

8. Relate your remarks to what others have said. Just as an after-dinner speaker often refers to what the toastmaster or another speaker has said, so in a discussion you should refer to the remarks of others. Perhaps you can point out courteously that one of the speakers did not think straight, or presented no facts or authoritative opinions to support his statements.

9. Accept good-naturedly the decision of the group.

Example of classroom discussion:

Leisure

With the arrival of the shorter working day comes a serious problem. What shall we do with our leisure? George B. Cutten in his booklet "Challenge of Leisure" gives some interesting statistics. There are 112 waking hours in a week of 7 days. If you subtract 35 hours for work and 21 hours for meals, there remain 56 hours of spare time. Certainly the radio and the movies cannot keep us occupied 2,912 hours a year!

Pursuing a hobby is one of the best ways to solve this leisure problem. Hobbies are immensely interesting and entertaining as well as educational. Study is a factor in most hobbies, and often a hobby leads to a person's life work. Benjamin Franklin was a printer by trade but gained fame by his experiments with lightning. Alexander Graham Bell was a school teacher who devoted his afternoons and evenings to inventing. The result was the telephone. Sir Arthur Conan Doyle was a noted physician who wrote for his own amusement. For fun he submitted one mystery to a publisher, and when it was successful, continued writing.

Seymour Halpern, a graduate of our school, has an autograph collection of 4,500 names. Mahatma Gandhi often sends him pamphlets about Indian movements. Autograph hunters are even asking for Halpern's signature. His collection is the spice of his life, as I found out one night at a party. He had us so interested in his experiences in obtaining signatures that we forgot to dance.

My hobby is a domestic one. I like to experiment in the kitchen with cakes, candies, and main dishes. Lately I have taken up dressmaking and have become very much interested in that. After graduation I intend to follow up this work in a course in dietetics or home economics.

If we would profitably spend our leisure time in the future, let us plan our hobbies and diversions now. — PUPIL

Leading a Discussion

The driver of a car is the "chairman" of the work of the many parts of the car. If the car gets too far to one side of the road, a turn of the wheel swings it in the right direction. If the car is going too slow, the driver merely has to press his foot on the accelerator to speed it up. If he knows his destination, he follows the route without difficulty and usually arrives on time.

The discussion leader or chairman likewise guides the work of the members participating in the discussion. These are his principal duties:

1. *To keep the discussion on the subject.* At the beginning of the discussion he may state the subject and the main points to be covered. When a member wanders from the subject, the chairman gently reminds him of the topic under discussion. The chairman may at any time sum up the points already made, to keep them clearly in the minds of the group.

2. *To give everybody a chance to contribute.* If a speaker talks too long or often, the chairman courteously reminds him of the time allotted to him. The chairman sometimes asks a question just to draw out a timid pupil.

3. *To keep the discussion peaceful.* If the discussion becomes too heated, he tries to reduce the tension with a tactful or good-humored comment.

4. *To keep the discussion moving forward.* The chairman occasionally asks a question or makes a statement to keep the discussion moving toward a goal, so that at the end of the meeting a definite plan is adopted or definite ideas are approved by the group. At the close of the discussion he may sum up the conclusions reached and mention points which have not been settled or may call on a member for such a summary.

Choose as discussion leaders pupils who (1) speak clearly and pointedly; (2) listen understandingly; (3) are business-like and efficient but also courteous, considerate, and fair.

Practice 8

Select one or more discussion leaders and prepare to take an active part in the discussion of as many of the following topics as the class selects or the teacher assigns:

1. Leisure. 2. Is anger ever justifiable? 3. What effect do photoplays have on the attitude of young people toward war? 4. Do motion pictures increase crime? 5. The best magazine to read. 6. Country life versus city life. 7. What our community most needs — community house, community gatherings, a swimming pool, a skating pond, an athletic field, a park, a library, an art gallery, a museum of natural science, a market place. 8. The best sport to participate in. 9. Who are the greatest living Americans? 10. What would most improve our high school? 11. In what respects are "all men created equal"? In what respects are men unequal? 12. Should we give freely to street beggars? 13. What is the most valuable high school subject? 14. What current radio programs are worth listening to? 15. The naturalist Agassiz said, "Study nature, not books." Do you agree with him? Why? 16. Courtesy in games and at games. 17. The best photoplays of the year. What are standards for judging moving pictures?

Standards for Discussion

1. Did we get somewhere with the discussion — that is, do we now agree on one or more important points?
2. Did we present proof or only our opinions? Were we fully prepared?
3. Was the discussion interesting?
4. Did we stick to the subject?
5. Did we all take part in the discussion? Did some talk too much? Did everyone have a chance to speak?
6. Were we fair and courteous to every speaker? Did we listen alertly and understandingly?

Constructive, definite criticism is more valuable than destructive or general criticism. Instead of saying, "Your discussion wasn't good; you just wasted time," say, "If you would obtain more proof for your statements and would try to get rid of your nasal voice, your discussions would be improved."

Persuading

To persuade is to move someone to action, to cause somebody to do what you would like to have him do. After deciding that you would like to go to camp, you must persuade Mother and Father to let you go and to pay the bills. To move a person to action you need to have good reasons, to be fair and sincere, to paint vivid pictures, and to look at the subject from the other person's point of view. To persuade your teacher, for example, you must try to look at the subject through his eyes.

Example of persuasion:

An Amazing Summerland

Now that summertime is here, don't you long for vacation time, and don't you wish to spend that vacation in Southern California, where you can have a complete change and a continuous outdoor life? There nine nights out of ten you'll sleep under blankets and in the morning be wonderfully rested and refreshed for the thousand and one things to do by day. And just think of the summer sports, bathing in the ocean at the foot of mountain ranges, camping, fishing, hiking, riding horseback up wild mountain trails and over country that you've read about. Then a visit to the great national parks and forests, which are at their best in summer, and to the giant trees, tremendous waterfalls, and sky-blue lakes would be delightful. Don't you agree with me that it would be fascinating to spend a vacation in Southern California? — Pupil

Practice 9

1. By effectively introducing a favorite book to the class, persuade some pupils to read it. You may tell a short, interesting incident, sketch

an unusual character, read or reproduce a sparkling bit of conversation, or begin a sketch of the plot and stop at an exciting part.

2. You have twenty tickets for a Magic Evening to be given by the Science Club. In a short speech persuade the pupils in your class to buy them.

3. As campaign manager for a candidate for the secretaryship of your General Organization, make a short speech to persuade your classmates to vote for your candidate.

4. You are president of the Library Helpers' Club, the Book Club, the French Club, or another club. Make a speech to persuade your classmates to join your club.

5. Discuss places and ways to spend the summer. Try to persuade some in the class to spend a summer in a place you recommend or in a way you suggest.

6. With a partner dramatize a scene in which you try to persuade your father to let you go to camp, to teach you to drive the automobile, to permit you to take riding lessons, or to take up any other activity.

7. With a partner dramatize a scene in which you try to persuade a teacher to become a faculty adviser of a school club, to coach a club entertainment, to help you organize a club, or to help in any other school activity.

Practice 10

Suppose that the English Department of your school is revising the home reading list and has asked for the opinions of the pupils of the school about books. Discuss a book with the purpose of showing that it should be added to the list, should be removed from the list, or should be retained on the list.

Examples:

Why *A Son of the Middle Border* Should Be Kept on the Home Reading List

In my judgment Garland's *A Son of the Middle Border* should most decidedly be kept on the home reading list. Considered from the standpoint of literary value, it is a masterpiece. Garland in this book makes one feel as if he were living in the West, playing with little Hamlin and Jessie, and sharing their troubles. From the standpoint of its interest to

the reader, it is the best book of its kind that I have ever read, for it made me feel the despair and joy of those helpless farmers struggling to break down impassable barriers. It thrilled me and made me realize how many unknown heroes existed in those Middle Border days.

— PUPIL

Why *The Lost World* Should Be Added to the Home Reading List

The Lost World by Conan Doyle is a story that should be added to our book list. It is a tale of adventures so vivid and exciting that, nearing the end, one lacks breath. The reader is led to a lost plateau in South America inhabited by prehistoric beasts and wild animals. Cut off from the outside world, four people explore this mysterious land, its wonders and hidden terrors. Tracked by enormous beasts, attacked by huge bird-creatures, half-killed by ape men, the little party finds danger at every step — but no way out. The book is rich in humor, suspense, thrills, chills — all that youth appreciates — then why not put this book on the list? — PUPIL

Debating

Debating is discussion made into a game with a few simple rules. Usually on a debating team there are two or three players or debaters. On a subject like "*Resolved*, That a standard dress for girls in this high school should be adopted," the affirmative team advocates the change and the negative opposes it. Instead of the two halves of a football or basketball game a debate is made up of the presentation, or direct proof, and the refutation, in which the debaters attempt to overthrow the arguments of their opponents.

Some of the rules of the game of debate as it is ordinarily played are:

1. The order of speakers in presentation is affirmative, negative, affirmative, negative; in refutation, negative, affirmative, negative, affirmative.

2. The time for both sides in presentation and also in refutation is the same. In some classroom debates each speaker has five minutes for presentation and two minutes for refutation; in others only one speaker refutes and has three minutes.

3. Plan to complete your speech within the time allotted to you. If, however, before you finish, the chairman's tap indicates that your time is up, complete your sentence and sit down.

4. If there is a pupil chairman, begin your speech by addressing the chairman, your teacher, and your classmates: "Madam Chairman, Miss Avery, and classmates."

5. Do not refer to teammates or opponents by name. Say "the first speaker on the affirmative," "my colleagues," "the preceding speaker," or "the second speaker on the negative."

6. Don't try to win by trick plays. The purpose of debate is to find the truth, not to conceal it.

7. When you quote, quote accurately. Do not try to make it appear that an authority is on your side if he isn't. Play fair.

8. Be courteous. Smartness, sarcasm, ridicule, and abuse, like dishonesty, are fouls and count against the team that is guilty of these offenses.

9. Don't memorize your speech. Plan it and practice it.

10. Use notes in your presentation speech only for statistics or quotations; use as many notes as you need in making the refutation.

11. Do not apologize for lack of ability or preparation. Begin your preparation weeks before the debate.

Material

The commonest fault in debate is assertion without proof or saying that something is true without backing it up with

facts, reasoning, or authoritative opinions. Hence by finding and presenting real proof, avoid such expressions as "I think," "I believe," "it seems to me," "in my opinion," which introduce opinions or assertions.

How can one find proof on a school subject like "*Resolved*, That the Board of Education should furnish (or discontinue furnishing) textbooks for high school pupils?" First, ask yourself questions. If, in your school, textbooks are furnished to pupils, ask yourself such questions as, Have I ever seen pupils abuse books? How many? How? Could the pupils afford to buy their books? How do I know? Would the textbooks be valuable to them after graduation? How? For what better purpose could the city spend the money now being used for free textbooks?

Next ask your parents, friends, classmates, and teachers similar questions to draw forth facts, reasoning, and opinions of value. Finally go to the library, ask the librarian for material on the subject, consult the encyclopedias, the card catalog, the *World Almanac*, and the *Readers' Guide*, which is an index of the articles in all magazines. If under the heading *textbooks* you don't find what you want, search under *schools* for references to *textbooks*. Always look under more than one key word.

Practice 11

On either side of one of the questions for debate on pages 142 and 143, give one good point and support it by facts, reasoning, and authoritative opinions. Get your material by thinking over your experience, conversing, and working in the library.

Teamwork and Main Points

Teamwork in debate is as important as it is in football or basketball. Together speakers decide who will give the

introduction, what the main points to be proved are, and who will take each point. If two or more on a side speak in the rebuttal, they decide during the debate which will refute an opponent's point.

Thinking out the main points to be proved is the hardest and most important work of the whole debate. For example, when thinking and talking about free textbooks, perhaps these points will occur to you: (1) Do pupils abuse the textbooks bought by the city? (2) Are some earnest students too poor to buy their own textbooks? (3) Is the purchase of textbooks a good investment of the city's money in the education of its citizens? Then ask yourself, Do these points cover the question? Do two of them overlap by covering the same ground?

Introduction

Before beginning to prove his points the first speaker on the affirmative should give the history of the question, define words in the question that might not be clear to the audience or might be interpreted in two ways, and state the main points to be proved. The history of the question may include its origin, its importance, and reasons for debating it at the time.

Proof

Proof is giving facts, quotations from authorities, and sound reasoning in support of statements. Sweeping assertions, exaggeration, and your opinions have no place in a debate. Begin your speech with an attractive point, use your strongest argument last, and keep to the subject every second of the time.

Speaking

A good debater speaks clearly, earnestly, forcefully, but does not rant, rave, or yell. Because he means what he

says, wishes to make others believe as he does, is sincere, fair, honest, poised, and enthusiastic, his audience is keenly interested in his arguments.

Refuting

Prepare for the refutation by thinking what arguments your opponents will probably advance and by jotting down on library cards — they are 3 by 5 inches in size — facts, reasoning, and quotations that may help you to overthrow your opponents' arguments. Enter on the card the source of the information. If, for example, you take a quotation or a fact from a magazine article, put at the bottom of the card the name, the date, and the page of the magazine, the title of the article, and the name of the author. Group these rebuttal cards according to the arguments to which they refer.

In the debate watch for examples of crooked thinking: drawing conclusions without sufficient evidence or without trustworthy evidence, mistaking the cause, false analogy, and ignoring the question. If you find one or more of these fallacies, show the audience the weakness in your opponents' thinking or evidence.

Don't try to refute everything your opponent says. It is better to refute thoroughly two or three important points than to try to overthrow a dozen little ones. When you chop down a tree, the branches go with it. So when you overthrow the main arguments of your opponents, the little ones go down with them.

Practice 12

Prepare for a series of debates on the following questions or on others chosen by your teacher or the debaters. Begin work on your subject weeks before the debate.

School Questions

1. Our high school should provide greater opportunities for vocational training.
2. Student self-government should be adopted in our high school.
3. Examinations should be abolished in our high school.
4. Pupils should be permitted to read newspapers in the study hall.
5. Girls should be permitted to engage in inter-school athletics.
6. Every high school boy should have a course in the elements of carpentry, plumbing, and electric wiring.
7. Every high school girl should be required to take cooking and sewing.
8. Pupils should receive school credit for music taken outside of school.
9. Pupils should receive school credit for gardening, sweeping, washing dishes, tending the furnace, delivering papers, clerking after school, and other work done outside of school hours.
10. The Board of Education should furnish (or discontinue furnishing) textbooks for high school pupils.
11. An hour should be added to the school day.
12. Ability to swim twenty-five yards should be a requirement for high school graduation.
13. No girl should be required to study algebra.
14. A pupil should be detained at least a half hour after school for unexcused tardiness, *or* Detention for lateness should be abolished.
15. A pupil, except in case of sickness, should be compelled by law to attend school every day.
16. High school pupils should be charged a tuition fee of five dollars a year.
17. No pupil who is failing in a subject should be permitted to take part in school athletics.
18. Every pupil should be required to take a course in typewriting.
19. There should be a summer session of our high school to provide an opportunity for pupils to make up failures and to take advanced courses.
20. Every high school student should be required to study Latin for at least one year.

City, State, and United States Questions

1. Child labor should be prohibited by constitutional amendment.
2. Our city should adopt the city manager plan.

3. The United States should adopt compulsory military service for boys eighteen to twenty years of age.

4. The majority vote of a jury should be substituted for the unanimous vote.

5. The sale of intoxicating liquor should be prohibited (or permitted) in our city.

6. Suffrage in the United States should be restricted by an educational test.

7. A citizen of the United States who neglects to vote should be fined or imprisoned.

8. A president should serve but one six-year term.

9. Capital punishment should be abolished in this state.

10. The state government should establish a system of unemployment insurance.

11. Billboard advertising should be prohibited.

12. The country boy or girl has a better chance to succeed than the city boy or girl.

13. The state should institute more rigid tests for candidates for the license to drive an automobile.

14. War should be declared only by popular vote.

15. Gambling on the races should be prohibited.

UNIT TEN

WRITING FOR PUBLICATION

THE SCHOOL NEWSPAPER

Arrangement of a News Story

Unlike the short story, which holds the reader in suspense by keeping back the climax till the end, the newspaper story "lets the cat out of the bag" at the start. The headlines give the most important facts; the first paragraph, called the "lead," tells the story briefly; and the remaining paragraphs give the details, often in time order. This arrangement makes it possible for a reader in a half hour to find out the most important news of the day by scanning the headlines and reading many leads and several stories.

Lead

The lead, then, is the brief introductory paragraph at the beginning of a news story which gives the story "in a nutshell." The lead usually answers the questions "Who?" "What?" "Where?" "When?" "How?" "Why?"

Here is a lead taken from a school newspaper. Notice that it answers the questions "Who?" "What?" "Where?" "When?" as it briefly summarizes the news story.

> Although they got off to a poor start (*what*), Joe Matis and Company (*who*) awoke in time to bury (*what*) the Willson quintet (*who*) under an avalanche of baskets (*what*) when the two teams clashed here (*where*) on January 8 (*when*). The official score was 39 to 16 (*what*).

Practice 1

Which of the six questions, "Who?" "What?" "Where?" "When?" "How?" "Why?" does each of the following leads answer?

1

A real old-fashioned celebration with everyone grouped around the tree in the lower hall — that is how Christmas is to be observed at Fairmount on December 23.

2

A contest was recently started in the cafeteria by Miss Elizabeth Gray, cafeteria manager, which will last till December 21. The purpose of this contest is to encourage the children to buy well-balanced lunches.

3

"Trouble at School," a four-act comedy by Merrill Denison, is to be presented by the Hamilton Players on Wednesday, December 16, during periods nine and ten. The Players make their first public appearance of the semester in this play which promises to be funnier and longer than any previous offering.

4

Playing against a raving 30-mile gale and on a thoroughly soaked field, the fighting Red Sparks were swamped by the heavy Wilbur Wright eleven, 22–4, at Edgewater Park last Saturday.

5

Despite a cold and frosty day a large crowd from both schools turned out to see Nathan Hale defeat Alexander Hamilton by the score of 12 to 5 on Friday, November 6, at John Adams field.

Practice 2

Bring to class five leads which you have clipped from your school or local newspaper. Does each summarize its news story? Which of the six questions does each answer?

Practice 3

Write the leads for two news stories of school happenings. Remember that a lead tells the story "in a nutshell." Which of the six questions does each of your leads answer?

Paragraphs

The newspaper paragraph, which averages sixty to seventy-five words, is substantially shorter than the magazine paragraph. Each paragraph must be unified. The first sentence is most important — as is the first paragraph in the whole news story.

Accuracy

The commonest fault in news stories is inaccuracy. A good reporter gets all the facts and gets them straight. He finds out, for example, how to spell every name. When he writes his news story, he does not exaggerate or misrepresent. He avoids quotation marks unless he has the exact words of the speaker.

Editorializing

On the editorial page the editors of a newspaper express their opinions freely. A reporter, however, in a news story should tell clearly and fairly just what happened, then stop. He should avoid the use of *I* or *we* and the expression of his opinion, which is called "editorializing."

Example of editorializing:

The new *Washington Handbook* will be ready for distribution next Monday. As this guide contains information about clubs, contests,

prizes, honors, athletics, courses of study, the faculty, the library, blue and red cards, discharges and transfers, examinations, telephone calls, and many other subjects, you can't afford to miss this chance to get acquainted with your school. Have your quarter ready on Monday. The guide is worth twice its price.

Practice 4

Rewrite the preceding news story without editorializing — that is, without expressing an opinion or urging the pupils to buy.

Practice 5

1. What is the lead in each of the following news stories? Which of the six questions does it answer?
2. How did the reporter get his facts?
3. Has the reporter expressed his opinion?
4. How does number 2 differ from number 1?

1

Pupils Feature In Recordings

Engineer Makes Transcriptions Of Student Activities In Assembly

In last Friday's assembly several students participated in the novel experience of making electrical transcriptions and then hearing themselves — as others hear them — in the playback of the records.

Philip Sykes and Bill Groff assisted in the program by rendering a trumpet duet, Marion Hoffman gave a portion of her public speaking talk, and Frances Hall presented a tap dance. The school gained an incentive to improve its singing after hearing the recording of the school song played back.

The program was offered to give the students an insight into the workings of the radio and talking pictures. Jerry Mansell announced the program and explained to the student body the main features of making electrical transcriptions. — *The Chatterbox*, George Washington High School, Danville, Virginia.

2

Henry Louis Dies In Science Room

Henry Louis is dead! April 4 marked the last day of his miserable existence on this earth. Mad from sheer loneliness which cut into his heart like a knife, he died, a forlorn little creature.

Not yet grown into manhood, he was separated from his loved ones to be exhibited as a freak. It was not his fault that one of his eyes was three times as large as the other, yet no one would try to understand. The curious people with their pity made his life unbearable. True, he had many friends, those who fed him and called to him, those who took him as he was and wished not for a perfect pair of eyes, yet his enemies were more numerous and his miserable life lasted but a year.

Henry Louis is happy now. Again will he swim in cool, clear water shaded by the leafy trees, and again will he be rocked to sleep by the lullaby of the croaking frog. He has gone to the "Happy Hunting Grounds."

Thus is revealed the life and passing of the late Henry Louis, the lonely goldfish of the science department.

"He had a horrible appetite," sighed his friends, "but he was a good fellow." — *Audubon Call*, Audubon Junior High School, Cleveland, Ohio

Practice 6

Write for the school or local paper a news story about some school happening. The following topics may help you decide what to report:

1. A play. 2. A glee club concert. 3. An assembly. 4. A speaking contest. 5. An operetta. 6. A club meeting. 7. Club elections. 8. A class party or picnic. 9. Student council elections. 10. New teachers. 11. A faculty party. 12. Home-room elections. 13. A meeting of the Parent-Teacher Association. 14. A spelling contest. 15. Honor roll. 16. Cafeteria news. 17. Book additions to the library. 18. Orchestra plans. 19. Typewriting awards. 20. The new gym uniform. 21. A debate. 22. A game. 23. A public exhibition. 24. An unusual recitation. 25. Examinations. 26. An essay contest. 27. An experiment. 28. Experiences of outstanding students.

Practice 7

Write a newspaper account of the capture of Torquilstone, the disappearance of Ichabod Crane, the return of Rip Van Winkle, the death of Cæsar, the Battle of Philippi, the trial of Antonio, the sailing of the *Hispaniola*, the return of the *Hispaniola*, Odysseus and Polyphemus, or some incident in a book you are reading or studying.

Editorial

In the editorial column of a school paper are the editors' timely comments on happenings of the school. A news story is strictly a record of facts without personal comment; an editorial, on the other hand, expresses the writer's opinions. A paper's aims and policy are shown through its editorials.

The writer of each of the following editorials has convincingly expressed his ideas upon a problem of school interest.

What About College?

Should a boy aspire to go to college? "Yes," says Charles Russ Richards, president of Lehigh University, "if he has the requisite mental capacity for college work and a reasonably definite purpose in securing higher education, together with ambition, health, and sufficient funds."

President Richards goes on to say that boys of ability who possess funds enough to cover their freshman expenses should not hesitate to go to college, because scholarships, loan funds, or work will very likely provide for their further education. Lack of ambition is a far greater handicap than lack of funds in securing college training.

Of 26,991 notables listed in a volume of *Who's Who in America*, 74 per cent were college graduates, although only 5 per cent of the population above 21 years of age is college-trained. This shows that the chances for success of college-trained men are much greater than those of non-college graduates.

In fact, the chance of achieving distinction by an individual without education is one in 161,290; by one having eighth-grade education, one in 40,841; by one having college education, one in 173. In view of these statistics, *Tech Life* urges every McKinleyite to prepare himself further for the competitions of life by securing a college education. — *Tech Life*, McKinley High School, Washington, D.C.

"Librats" Still Pester Hamilton Students

The "librats" are at it again! Even so early in the year these troublesome creatures have been disturbing others trying to read in the library, with their ceaseless chatter and continual walking about the room. Even rebukes coming from the librarians, who should be using their precious time in helping students find material, usually have no permanent effect on these selfish trouble-makers. Only the sternest measures such as banishment from the library seem to move them.

The library is glad to serve all pupils using it for recreational reading or for reference work, who are willing to comply with its few simple rules of library etiquette. Because of the crowded condition of the building this year, consideration for others is more than ever important. This should include not overworking our privilege to go to the library during study periods when our reading there is not so essential, perhaps, as someone else's.

Remember the Golden Rule: "Do unto others as you would have them do unto you."

Don't be a "librat"! — *Hamilton Federalist*, Alexander Hamilton Junior High School, Cleveland, Ohio

Practice 8

Express your opinion through an editorial on one of the following:

1. Punctuality. 2. Sportsmanship. 3. Courtesy. 4. School spirit. 5. Thrift. 6. Leisure. 7. Cheerfulness. 8. Honesty. 9. Opportunity. 10. Safety. 11. Carelessness. 12. Health. 13. The new semester. 14. Student government. 15. School elections. 16. Slang. 17. Examinations. 18. Hobbies. 19. Report cards. 20. Value of membership on a school team or in a club. 21. Music and art appreciation. 22. Patronizing the school paper's advertisers. 23. A new rule. 24. Streetcar behavior. 25. Lunchroom behavior. 26. Christmas. 27. New Year's resolutions. 28. Another topic.

THE SCHOOL MAGAZINE

A school magazine commonly contains short stories, poems, essays, humor, travel or other experiences, editorials, and art work, and may include school news.

Stories

One's experiences provide excellent material for stories. When a person, starting with an experience, imagines what probably will happen, might happen, or might have happened, he has a story.

Example:

Humbled

Phil Chambers strode along the mountain road at an easy pace, his bare feet making light tracks in the soft soil. Over his shoulder was slung a bag of apples, while at his side trotted a nondescript dog. Phil was a lad of fifteen, and the dog had almost as many years to his credit.

"I reckon the folks thet spends their summers down 'ere will buy our apples, Wolf," he said, staring at the scattered homes along the lake.

Wolf rubbed his nose against his master's leg, and led the way down the hill. They stopped before a proud mansion with a large lawn.

Oliver Blake lived in that house. He looked with a disdainful air upon

the boy and his shaggy dog. His own white, woolly poodle, freshly bathed, was romping near by with two pretty children in blue.

"These mountain rustics are comical," Blake remarked to his wife, sitting beside him, as Phil approached.

"Yes," she laughed.

Suddenly Phil's dog darted from his side and approached the poodle with an essay of friendship. Mr. Blake sprang to his feet and hastened forward. "Get away, you cur!" he shouted, at the same time kicking at Wolf's ribs. "We can't have Pericles catching a case of mange or distemper from stray hounds."

"He ain't got no distemper nor mange, Mister," Phil said angrily, "an' don't yuh be a-kickin' me dog aroun' either."

"Well, I can't take chances. This dog cost five hundred dollars."

"I reckon yuh paid too much, Mister, for a poodle like that," Phil retorted, gently massaging Wolf's side. Mr. Blake snorted.

Mrs. Blake looked on sympathetically. She knew her husband's temper and pitied the boy and his stray dog. "How much are your apples, my boy?" she inquired.

"Ten cents a dozen, Ma'am — Red Junes," Phil replied.

"I believe I'll take the lot."

"I'll be obliged to yuh, Ma'am."

Phil counted them carefully while Wolf slunk at his feet.

Suddenly an agonized cry reached the group. "Lord, Nancy's done fall in!" came from the Negro nurse. "She was standin' on one of them ova'hangin' rocks and plum fell right down in dat lake of yourn."

Phil sprang to his feet and shouted, "Get 'er out, Wolf — go get 'er."

Wolf jumped over the edge of the boulder. He reached the lake as the child rose to the surface. Wolf seized her clothes and dragged her into shallow water. Soon she was in her mother's lap.

Mr. Blake looked pale after the whole affair. "Young fellow," he said, drawing his wallet, "I want to make you a present."

"Yuh don't owe me nothin', Mister; and Wolf can't use the money," said Phil.

"Oh, I'm so glad you saved my daughter I don't know what to say," sobbed Mrs. Blake.

"Thet's all right, Ma'am."

"See here, son, can't I do one thing for you?" asked Mr. Blake, and then as an afterthought, "Or the dog?"

Phil looked up and then his eyes brightened. "Yes, yuh can put your arms around him and say you're sorry," replied Phil.

Blake looked startled. Then he knelt beside the dog, put his arms gratefully around the cur's neck, and hugged him. Phil smiled. — La Verne Schade, *Pilot*, Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

Experiences

We are all interested in the experiences of others. We like to read of others' visits and trips when these are well told.

Seeing Poe

By the title I don't mean that I actually saw Edgar Allan Poe in the flesh, but that my visit to his house gave me a fine picture of what Poe was like and how he lived.

With his child-wife, Virginia, and her mother, who was also his aunt, Poe lived in Philadelphia from 1838 to 1844, the last three years of which he lived in the house still standing at Seventh and Brandywine. In this house he wrote some of his greatest works, such as "The Masque of the Red Death," "The Gold Bug," "The Raven," "The Pit and the Pendulum," "The Tell-Tale Heart," and "The Black Cat."

Poe's poverty can readily be seen in his home. The rooms are sparsely furnished, and the only luxury is an old-fashioned piano.

The main object of interest in Poe's study is his desk. A few books, two straight chairs, and a couple of oil lamps are the only other furniture in the room. Although the room is plain, it opens on a garden which is beautiful with its arbors and roses in the summertime. Here Poe must have loved to walk and meditate.

The most interesting room I visited was the museum, which contains all of Poe's works and tributes to him by important men. Illustrated verses from "The Raven" decorate the walls, and a letter written in Poe's beautiful clear penmanship hangs beside some portraits.

To me, Poe seemed more of a reality as I walked among the things which belonged to him. I came away feeling that I had actually seen Poe himself. — Dorothy E. Connell, *Glen-Nor Crier*, Glenolden, Pennsylvania

Poetry

As you read aloud the following poems, watch for the pictures and listen to the music.

Winter Night [1]

Hunch your back a bit more, my house,
And dig your chin deeper in the deep, soft snow;
The wind is so cold tonight
And the world so white!
See how that thin tree beats
The air with outspread fingers
And shakes himself flake-free.
The wolf-wind bites the toes of passers-by
And snaps the twigs of sturdy bush and tree;
Up hill and down dale, up hill and down, wind,
Sing us a lullaby, up hill and down.
Sing us a song while the moon looks on,
Then — rock us to dreaming.

The Penguin

The penguin bird is rather round,
So roly-poly that
We would not make a great mistake
If we should call him fat.
His wings are useless little fins,
Made small by Nature's trimming;
They are no use for flying, but
They help him lots in swimming.
Perhaps a million years ago,
(But do not take my word)
He was a fish that made a wish,
To change into a bird.

— *Pilot*, Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

Masquerade

The sea at night becomes
A beautiful silver hall,
With a floor as black as ebony.
It is here the sea folks hold
Their balls and parties.

[1] By Marjorie Helm, Lakewood (Ohio) High School. Awarded first prize in a national competition. Reprinted by permission from *Best Creative Writing in American High Schools.*

Tonight they are having a masquerade,
And queer fishes and happy mermaids
Dance to gay music
By the rough sea orchestra.

— *Tildenite*, William T. Tilden Junior High School, Philadelphia, Pennsylvania

Practice 9

Write a contribution for your school magazine or for an imaginary magazine if you haven't a real one. This may be a short story, an essay, an account of an experience, or a poem. It must, however, be original and be a sample of your best thinking, picturing, and writing.

CLASS PAPER

The class paper is a simpler undertaking than the school paper. Copies of it may be run off on the mimeograph, or the paper may be read aloud in class or the assembly. A typewritten or pen-written copy may be posted on the bulletin board or placed in the library. The class decides what departments to include and chooses an editor-in-chief and assistant editors to head the various departments. Commonly every student has some position on the editorial staff.

Practice 10

Publish a class paper. Necessary steps will be to decide on a name and the departments to be included and to select an editor-in-chief and assistant editors. Let the paper be everyone's undertaking.

The following list of departments may help you to decide which to include in your paper: School News, Home-Room News, Sports, Editorials, Student Opinion, Humor, Alumni, Club Corner, Who's Who, Our Faculty Sketch Book, Book Reviews, Motion Pictures, Poetry, Stories, Essays, Radio News, Experiences.

UNIT ELEVEN

THE LIBRARY

The Care of Books

Library books must serve hundreds of people every year. It is both good manners and good citizenship to take care of them.

1. Don't drop books, soil them, or let them get wet.
2. Never turn down corners of pages or mark them with pencil or ink.
3. Never use pencils or pens as bookmarks.
4. Never turn a book face downward to mark your place.
5. Never pull a book from the shelves by the top edge; it breaks the binding.
6. To open a new book, lay it on a table, holding the leaves upright with one hand. Press down a few leaves at a time, first on one side and then on the other, until the book lies flat.

The Unabridged Dictionary

You have used abridged or shortened dictionaries at home and at school and should now get acquainted with Webster's *New International Dictionary, Second Edition,* and Funk and Wagnalls *New Standard Dictionary of the English Language.* When you examine these dictionaries, notice two helps in finding words quickly: (1) the thumb index and (2) the guide words at the top of each page. The guide words are the first and the last word on the page. If you are using the *New International,* you will find the following item on the page headed with the guide words *asthma herb* and *astrocytoma.*

as·ton'ish (ăs·tŏn'ĭsh), *v. t.* [ME. *astonien, astunien, astonen*, fr. OF. *estoner* (F. *étonner*), fr. L. *ex* out + *tonare* to thunder. See THUNDER; cf. STUN, 1st ASTOUND, ASTONY.] **1.** To stun; to render senseless, as by a blow. *Obs.*

2. *Obs.* **a** To stupefy the mind of; bewilder. **b** To strike with sudden fear, terror, or wonder; astound; to confound with some sudden emotion or passion.

Musidorus. . . had his wits *astonished* with sorrow. *Sidney.*

3. To surprise greatly, as with something unaccountable; to amaze.

I, Daniel, . . . was *astonished* at the vision. *Dan.* viii. 27.

4. To effect the passage of, or drive, by astonishing; as, to *astonish* the wits out of one.

Syn. — Amaze, astound, overwhelm. See SURPRISE.[1]

How much information does a dictionary give you about a word?

1. *Spelling and capitalization.* When two spellings or pronunciations are given, the first is preferred.

2. *Syllabication.* Syllables are separated by hyphens, centered periods, or accent marks. In the *New International, Second Edition*, periods are used (**self'-as·ser'tion**). In the *Standard* a hyphen needed in the spelling of a word is indicated by a double hyphen (**self"=pro-tec'tion**).

3. *Pronunciation.* A key to the symbols is given at the top of each page in the *Standard* and at the bottom in the *New International.* In Webster the principal stress is indicated by a heavy accent (′) and a secondary stress by a light accent (′). In Funk and Wagnalls a single accent (′) is used for the principal stress and a double accent (″) for a lighter stress.

4. *Part of speech. Astonish* is a transitive verb (v.t.). For a key to abbreviations see the front of the dictionary.

5. *Principal parts.* Plurals of nouns, case of pronouns, and comparison of adjectives and adverbs are also given when helpful. The principal parts of *astonish* are regular, hence are not given.

6. *Derivation.* When we trace the word *astonish* through the Middle English (ME.) and Old French (OF.), we find

[1] From Webster's *New International Dictionary, Second Edition*, copyright 1934 by G. & C. Merriam Co., Springfield, Massachusetts.

its source in two Latin (L.) words meaning *to thunder out.* Hence originally *astonished* meant *thunderstruck.* In the dictionary this information is in brackets.

7. *Definition.* The *Standard* gives the most common meaning first; the *New International* places first the oldest use of the word. Often quotations show how the word is used.

8. *Present reputation.* The first and second definitions of astonish are marked *Obs.* (obsolete). *Obsolete* means *no longer in use. Colloquial* (used only in conversation and informal letters and essays), *slang, archaic* (old-fashioned), *dialect* (a local word not used in standard speech), and *rare* (seldom used) are five other terms which indicate the present reputation or standing of a word or usage.

9. *Synonyms.* Synonyms are words which have the same or nearly the same meaning. Three synonyms of *astonish* are given. By turning to *surprise* you can find how *astonish, amaze, astound,* and *surprise* differ in meaning.

10. Often *antonyms* (opposites) are given.

Practice 1

Answer the following questions by referring to either the *New International* or the unabridged *Standard* dictionary. In each case tell in what part of the dictionary you found the information.

1. Look up the derivation of the following words. What stories do they tell?

bonfire	intoxicate	porcupine	senate
candidate	journey	savage	steward

2. List the synonyms for *gentle.* Select three and show the difference between each synonym and the key word *gentle.*

Unabridged dictionaries give also other kinds of important information:

1. *Persons, characters in books, mythological references, place names in geography.* In the *Standard* the information is found in the main alphabet. In the *New International* characters in books and mythological references are in the main alphabet, but information about persons and places is at the back of the book in the Biographical Dictionary and the Pronouncing Gazetteer. Webster's brief gazetteer has a great deal of information about the countries and places of the world.

2. *Foreign words and expressions.* As you do more advanced reading and studying you will often come across words or phrases (usually italicized) in some foreign language — for example, *ad valorem*, *à la carte*, *labor omnia vincit.* You need not be a student of foreign languages to understand them, for unabridged dictionaries translate the most common ones. The *Standard* has a Glossary of Foreign Words and Phrases at the back; the *New International* divides each page by a horizontal line near the bottom. Above the line are printed the commonly used words, including many foreign words and expressions in everyday use; below it, the less used or rare words and expressions.

3. *Abbreviations.* The *New International, Second Edition,* has a section of abbreviations after the letter *Z.* In the *Standard* the abbreviations are in the main alphabet. There is also a list in *A* under the word *abbreviation.*

Practice 2

1. Who were: Sisyphus, Jupiter, Charon, Medusa, Pegasus, Scylla? What is the pronunciation of each?

2. Locate the following: Timbuctoo, Haiti, Black Forest, Picardy, Volga River, Mount Olympus.

3. Who were: Sidney Porter, Samuel L. Clemens, Pip, Bill Sikes, Allan-a-Dale, Homer?

4. List the meanings of the following phrases and tell in which section of the dictionary you found the definitions: *à-la-mode, bon voyage, status quo, table d'hôte, au gratin.*

5. For what word or words is each of the following the abbreviation?

f.o.b.	La.	Lt.	M.A.	pp.	R.S.V.P.
i.e.	LL.D.	Ltd.	P. I.	prox.	viz.

Encyclopedias

The best-known encyclopedias for grown-ups are the *Encyclopedia Americana,* the *Encyclopædia Britannica* (the 14th edition), and the *New International Encyclopedia* (the 2d edition). Although all three are equally valuable for general reference, each has its especially strong points.

The *Americana* has probably the best and most recent articles on scientific subjects.

The *Britannica* has been called "perhaps the most famous and scholarly encyclopedia in English." Its subjects are treated so thoroughly and at such length, however, that the articles are often less useful to the high school student than the *Americana* or the *New International* articles.

The *New International,* "the most frequently useful of all encyclopedias in English," is especially strong in the unusually large number of biographical articles (some 20,000) and in its many interesting illustrations.

The *Britannica* lists alphabetically large topics such as *Ships,* and then devotes sections under the main head to such subtopics as *Medieval Ships, Atlantic Packet Ships, Clipper Ships, Paddle Wheel Steamers.* The index should, therefore, be frequently used in order to get the most information. The *New International* and the *Americana,* on the other hand, enter subdivisions of large topics alphabetically; i.e., *Clipper Ships* under *C, Steam Navigation*

under *S*. In any case, form the habit of using the index, especially when using the *Britannica*. It is often a time-saver.

Adult encyclopedias regularly use the "See" and "See also" cross references. In addition you may run across a statement such as this: "**Monkey-bread,** the fruit of the baobab tree (q.v.)." *Q.v.* is an abbreviation for the Latin *quod vide,* meaning *which see.* In other words, look under *baobab tree* for information about monkey-bread.

At the end of an article you will often find a bibliography — that is, a list of books relating to the subject. The writer of the article is an authority on the subject, and, as such, has listed for you the books which he considers most important for a thorough understanding of it. Make use of this expert advice when you wish really to study a topic.

Practice 3

Using one of the adult encyclopedias mentioned above, answer the following questions:

1. Who was Sir Henry Morgan? In what century did he live? What is he famous for?
2. What was the War of Jenkins' Ear? What started it?
3. Name three of J. M. Barrie's earliest works. Give the author and title of his biography.
4. Where did the game of polo originate? What is the American system of handicapping?
5. What is an elegy? Name three English poets famous for their elegies. What are the titles of these elegies?
6. Where and what is Westminster Abbey? Who are three famous persons buried there?
7. How does a cuttlefish conceal itself?
8. For what purpose did the Scotch use the Fiery Cross?
9. What are two of Michelangelo's masterpieces? Where are they?
10. What are two ways in which the Chinese language differs from the English language?

Short Story and Drama Indexes

The following books help you to find quickly the story or play you are looking for:

Firkins, I. T. E. *Index to short stories.* H. W. Wilson. 1923.
—— *Supplement.* H. W. Wilson. 1929.
Firkins, I. T. E. *Index to plays. 1800–1926.* H. W. Wilson. 1927.
Logasa, Hannah, and Ver Nooy, Winifred. *Index to one-act plays.* Faxon. 1924.

Your Own Library

A little library, growing each year, is an honorable part of a man's history. It is a man's duty to have books. A library is not a luxury, but one of the necessities of life. — Henry Ward Beecher

Goldsmith said, "The first time I read an excellent book it is to me just as if I had gained a new friend; when I read a book over I have perused before, it resembles the meeting with an old one." Goldsmith suggests an answer to the question, "What books should one buy?" Because books cost money and take up space, one should choose with care those which are good enough for rereading.

Entertainment should not be the only basis for selection. If you have a hobby, it is a good starting point for adding to your library. Go to the library catalog and look up the subject in which you are interested: stamps, magic, Scouting, camping, aviation, radio, woodcraft, printing, gardens, history, biography. You will find a number of books on each of these subjects. One or two may be exactly what you are looking for. In Volume 12 of *Britannica Junior* many delightful books are listed in the unit on leisure time interests. Perhaps the librarian or a teacher will suggest others. For twenty cents you can secure from the National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois, *Leisure Reading*, an excellent list of books.

In selecting books for your library notice these things:

1. *The exact title and the author's and publisher's names.* Then you will be sure to get the book you want and not something almost like it.

2. *The copyright date.* If you are collecting books about your hobby, you will want the very latest information, not something that was published fifty years ago and is out of date.

3. *The print.* Small print, in addition to causing eye-strain, may change the pleasure of reading into hard work.

4. *The paper and binding.* Since the books you choose for your library will be frequently used, they should be printed on good paper and be durably bound.

5. *The illustrations.* Good illustrations often make the contents more vivid and interesting.

UNIT TWELVE

WRITING VERSE

A simple definition of poetry is "pictures set to music." A poet not only paints pictures but also expresses thoughts and feelings. In poetry boys and girls often tell of exciting experiences they have had, of happy moments when they have exclaimed, "Isn't that wonderful!" or "Isn't that beautiful!"

Practice 1

What pictures does the high school poet paint in "Spain"? Does she express or suggest her feeling about Spain?

Spain [1]

Padres in the carved churches,
In the high, mountain monasteries,
Sing Ave Maria in the fading light,
Sing Hail Mary in the light of the setting sun.

Bullfighters in the rainbow squares,
Pricked by a thousand dancing dark eyes,
Wave red cloaks for the frightened eyes of bulls,
Wave red cloaks for dark eyes and bright red roses.

Peasants in the high fields
See the sun is setting and straighten their backs,
And the sun haloes their heads, and the bullfighters', and the padres';
Haloes this land singing Ave Maria, singing Hail Mary.

In the three following examples pupils have in prose told what they saw, experienced, and felt at thrilling moments.

[1] By Josephine Miles, Los Angeles (California) High School. Reprinted by permission from *Younger Poets* edited by Nellie B. Sergent and published by D. Appleton-Century Company.

"Music" tells how the writer feels when listening to music; "Snow Storm," what he sees; and "Camping," what he smells, sees, and feels. Notice that happiness is compared with a bird, snowflakes with diamonds, and tree limbs with arms, and that snowflakes dance and the wind howls.

Music

When I hear an organ playing or faint sweet violins, it is as if a gentle hand caressed the bird in my heart, and answering, he sings. — Pupil

A Snow Storm

The gaunt trees stretch their long arms toward the colorless wintry sky. About them the wind howls and whirls the dancing snowflakes in the air until, dropping to the earth to rest, they turn to sparkling diamonds everything they touch. — Pupil, Utica Free Academy

Camping

As I write, the smell of the woods comes back to me. I can hardly wait until the time I feel the frigid, cold water of the lake as I take my early morning plunge into its depths this vacation. I can even smell the savory, crisp bacon and the mouth-watering coffee as they cook over our campfire in the woods.

I see myself out on the lake, fishing in the warm morning sun. I can feel the pull of a lake trout at the end of my line. Then after my fishing hours have ended, how I enjoy rowing the boat into the dock, my nostrils breathing in the odor of the woodsman stew simmering over the fire at camp! No words can express the thrill of camping. — Pupil, Utica Free Academy

Practice 2

Which of the following topics recalls to your mind a thrill you have experienced — for example, a beautiful scene or an exciting, laughable, or sad happening? Paint a word picture of what you saw and make your reader feel as you did.

1. Picking berries. 2. A November sunset. 3. Silence. 4. Through a train window. 5. Decoration Day. 6. The oak tree. 7. Twilight hour.

8. The cafeteria at lunch hour. 9. The snow storm. 10. Fire! 11. Traffic. 12. The coal mine. 13. A spring morning. 14. Spring fever. 15. Shadows. 16. Coasting. 17. In an airplane. 18. Christmas. 19. Pictures in the fire. 20. Footsteps. 21. The air circus. 22. Autumn. 23. Why I am happy. 24. My grandmother (or mother). 25. Rain. 26. Skating. 27. My best friend. 28. While listening to music. 29. Camping. 30. Our cat.

Rhythm

"Emotion," says Nellie B. Sergent, "tends to express itself in rhythm of some kind — in dancing, in music, in verse. Any speech charged with emotion tends to be rhythmical; the curses of a truck driver are in rhythms, and lovers are always poets." The beating of the heart, the rise and fall of the waves, the ebb and flow of the tide, the whistling of the wind in the trees, the pattering of rain on the roof, the alternation of the seasons and of day and night, and the *tlot-tlot* of a galloping horse are examples of the rhythm in nature. Because of rhythm, the movement and swing of the words, small children enjoy not only Mother Goose and other simple verse but poetry they can't understand, meaningless jingles, and nonsense verse — for example —

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.
— Lewis Carroll, "Jabberwocky"

Iambic Verse

What are the differences in form between verse and prose?

Prose

I must tell you everything. She has told me how I am to take her from the house of her father, with what gold and jewels she is furnished, and what page's suit she has ready.

VERSE

I must | needs tell | thee all. | She hath | direct | ed
How I | shall take | her from | her fa | ther's house,
What gold | and jew | els she | is fur | nished with,
What pag | e's suit | she hath | in read | iness. — SHAKESPEARE

Two ways in which the verse differs from the prose are: (1) The verse has a regular arrangement of accented and unaccented syllables; (2) Each line of this verse is made up of five groups of accented and unaccented syllables, called "feet." Each line, or verse, quoted sounds like this:

ta **tum**, ta **tum**, ta **tum**, ta **tum**, ta **tum**

A foot consisting of an unaccented syllable and an accented syllable (ta **tum**) is called an **iambus.** Hence this is **iambic** five-foot verse.

Each line except the first has ten syllables, five groups of two syllables each. The first verse has an extra syllable at the end. Such irregularities are common.

Practice 3

Arrange each of the following to make of it an iambic five-foot verse:

Example:

Let old wrinkles come with mirth and laughter.
With mirth | and laugh | ter let | old wrin | kles come.

1. And, for my love, wrong me not, I pray you.
2. Friends with you I would be, and have your love.
3. To our house you are very welcome, sir.
4. I like most this corner of the farmyard.
5. But to the talk of these you should listen.
6. Yet for him was not one little morsel.
7. In the hole gathered the turbid water.

8. Brutus, my master did bid me kneel thus.
9. He who never made a foe makes no friend.
10. In your closet, sir, the taper burneth.

Practice 4

Words which are complete iambic feet are *alert, around, above, believe, repeat, reward, create, destroy, uphold, unfurl, Japan, obey, giraffe, unite, deceive,* and *supreme.* Add to this list ten iambic words.

Practice 5

Write unrimed four-foot or five-foot iambic verse on one of the topics in Practice 2, the one you wrote on before or another. First see clearly what you wish to picture. Then make your reader see and feel what you did. Use comparisons if they help you. Before you begin to write, jot down on paper everything that comes to your mind when you close your eyes and picture what you are going to write about. When you think of "autumn," for example, perhaps you will see bonfires of dead leaves; flocks of birds flying south; a riot of dahlias, cosmos, chrysanthemums, marigolds, and salvia; leaves flying before the wind; frost on grass and flowers; an election night celebration; a Halloween party; gay, yelling crowds at a football game; fiery and golden leaves; early night.

Example:

When organ I hear or violin,
The bird in my heart in answer sings.

ta **tum,** ta ta **tum,** ta **tum,** ta **tum**
ta **tum,** ta ta **tum,** ta **tum,** ta **tum**

As the example indicates, it is often convenient and pleasing to vary the pattern slightly by having two unaccented syllables in a foot.

Anapestic Verse

The **anapest** (ta ta **tum**) is a foot of three syllables, the first and the second unaccented and the third accented. The pattern of **anapestic** three-foot verse is:

ta ta **tum**, ta ta **tum**, ta ta **tum**
Of his fault | and his sor | row behind.

Trochaic Verse

The **trochee** (**tum** ta) is a foot of two syllables with the accent on the first. The word *trochee* comes from a Greek word meaning *running*, and trochaic verse gives the effect of speed. The pattern for **trochaic** four-foot verse is:

tum ta, **tum** ta, **tum** ta, **tum** ta
Swifter | flew the | second | arrow

Practice 6

Most words of two syllables are trochees — for example, *hurry, runner, Irish, sorry, houses, cottage, apple, aster, lady, never, level, subject* (noun), *music,* and *English.* Add twelve words to this list.

Dactylic Verse

The **dactyl** (**tum** ta ta) is a foot of three syllables, the first accented and the second and third unaccented. *Dactyl* is from the Greek word meaning *finger.* A finger has one fairly long bone and two shorter ones. The pattern of **dactylic** six-foot verse is:

tum ta ta, **tum** ta ta, **tum** ta ta, **tum** ta ta, **tum** ta ta, **tum** ta ta
Dimly the | shadowy | form of the | *Mayflower* | riding at | anchor.

For the last foot of this line a trochee is used instead of a dactyl.

Variations

Although for ordinary verse we need to start with a pattern, the verse is more pleasing and musical if the pattern is skillfully varied.

The last syllable is often omitted if it is unaccented.

Jóseph | seémed a | sóber | mán.

At the end of a verse ending in an accented syllable an unaccented syllable is sometimes added.

That lów | líness | is yóung | ambí | tion's lád | der.

The anápest and the iámbus, feet which have the accent on the last syllable, are interchanged freely.

1. The vá | rying yéar | with bláde | and sheáf.
2. And cóld | as the spráy | of the róck | -beating súrf.

Likewise the trochee and the dactyl, feet which have the accent on the first syllable, are often interchanged.

Seems like a | hand that is | pointing and | beckoning | over the | ocean.

In iambic verse the first foot or a foot after a pause may be a trochee.

Cówards | die mán | y times | before | their deáths.

Another way to scan this line is —

Ców | ards die mán | y times | before | their deáths.

Rime

Rime is a similarity of sound, usually at the ends of lines. Words which rime perfectly have —

1. Accent on the riming syllables.
2. The same vowel sound in the accented syllable.

3. The same sounds after this vowel sound.
4. Different consonant sounds before this vowel sound.

Rime is a matter of pronunciation or sound, not of spelling. *Rough, muff; laugh, staff; right, white; weigh, obey; deed, precede; gleaming, redeeming* rime; *rough, bough; weight, height; main, same; hate, cape* do not.

Practice 7

Examples:

green — seen, bean, dean, mean, Jean, keen, lean, between, convene, queen, clean, glean, machine, foreseen, guillotine, nicotine, submarine

bead — bleed, breed, creed, deed, feed, heed, knead, plead, read, seed, speed, concede, decreed, exceed, stampede, succeed, recede.

Write eight or more words which rime with each of the following: *fade, hail, bear, call, day, deer, knight, come.*

Stanza

A regular group of lines of verse is called a stanza. A stanza may have two, three, four, five, six, seven, eight, or nine lines. A stanza of two lines is called a couplet; of three lines, a triplet; of four lines, a quatrain. The commonly used stanza is the quatrain.

Ballad Stanza

The ballad stanza, a favorite form, is made of iambic four-foot verse alternating with iambic three-foot verse. The second and fourth lines rime.

But soón | there bréathed | a wínd | on mé,
Nor sound | nor mó | tion máde:
Its páth | was nót | upón | the séa,
In rip | ple ór | in shade. — COLERIDGE

Topsy-Turvy Land [1]

I've been to Topsy-Turvy Land,
A place that's very funny;
There rich folk work hard all day long,
And poor folk have the money.

There all the streams run up the hills,
The trees grow upside down;
And there when you are sad you laugh,
And when you're gay you frown.

There mice grow to prodigious size,
And elephants are small;
Serpents walk upright just like men,
And camels squirm and crawl.

When children there are feeling well
They're given bitter pills,
And chocolates when they're sick in bed
To cure all their ills.

Nobody ever goes to school
In Topsy-Turvy Land,
For there the fewer things you learn
The more you understand.

There hot is cold and cold is hot
And what is thick is thin,
And what you see is seldom so
Although it might have been.

It is a sad, delightful place;
You'll like it if you try it;
I've lived there now for many years;
(Of course, though I deny it).

To write ballad stanza we need to make lines two and four rime and fit our accented and unaccented syllables into this pattern:

[1] By Flora Louise Hunn. Reprinted from *Unto the Hills* by permission of the author.

ta **tum**, ta **tum**, ta **tum**, ta **tum**
ta **tum**, ta **tum**, ta **tum**
ta **tum**, ta **tum**, ta **tum**, ta **tum**
ta **tum**, ta **tum**, ta **tum**

Anywhere in this pattern an anapest (ta ta **tum**) may be substituted for an iambus (ta **tum**).

Practice 8

Write two or more ballad stanzas on one of the following subjects or a topic of your own choice:

1. The collapse of an ancient automobile. 2. A hay ride. 3. A story suggested by an incident in *Ivanhoe*, *A Tale of Two Cities*, or another book. 4. A race. 5. A runaway horse. 6. My first attempt to drive an automobile. 7. Excitement in school. 8. The study hall. 9. An event in the history of the United States. 10. A modern knight. 11. The baseball (or football) game. 12. My dog. 13. My science, history, or mathematics class. 14. An experience. 15. Stage fright. 16. Stunt night. 17. The automatic elevator. 18. A storm at sea.

Limerick

For more than a hundred years the limerick has been a popular form of nonsense verse. This one was current in public schools in 1834:

There was a young man of St. Kitts
Who was very much troubled with fits;
    The eclipsé of the moon
    Threw him into a swoon,
When he tumbled and broke into bits.

Edward Lear wrote over two hundred limericks. This is one of them:

There was an old man in a tree
Who was horribly bored by a bee;
    When they said, "Does it buzz?"
    He replied, "Yes, it does!
It's a regular brute of a bee!"

Limericks written by pupils:

There once was a student named Meech,
Whom instructors in vain tried to teach.
He was hopelessly dull,
And possessed a thick skull,
And his brain no knowledge could reach.

There was a slim man from Polener
Who worked a big vacuum cleaner.
He got in the way
Of the suction one day,
And now he's inside of the cleaner.

Si went to the circus one day
Resolved to get in without pay.
He crawled under the tent;
No one knew where he went,
For the elephant thought he was hay.

The limerick is always humorous or absurd and should have an unexpected snap or twist in the fifth line. The pattern is as follows:

ta ta **tum**, ta ta **tum**, ta ta **tum**
ta ta **tum**, ta ta **tum**, ta ta **tum**
ta ta **tum**, ta ta **tum**
ta ta **tum**, ta ta **tum**
ta ta **tum**, ta ta **tum**, ta ta **tum**

Anywhere in the pattern an iambus (ta **tum**) may be substituted for an anapest (ta ta **tum**).

Practice 9

1. What is the rime scheme of the limerick?
2. Write a limerick about a person you know, have seen, have heard of, or have read about.
3. Write a limerick about a humorous situation or incident.

Other Stanzas

There are many kinds of stanzas. Notice the rime schemes of these quatrains and the meter of 1 and 2.

1 (iambic five-foot verse)

Oft did the harvest to their sickle *yield,*
Their furrow oft the stubborn glebe has **broke;**
How jocund did they drive their team a*field!*
How bowed the woods beneath their sturdy **stroke!** — GRAY

2 (iambic four-foot verse)

I hold it truth with one who *sings*
To one clear harp in divers **tones,**
That men may rise on stepping-**stones**
Of their dead selves to higher *things.* — TENNYSON

3

A gown made of the finest *wool*
Which from our pretty lambs we *pull;*
Fair-lined slippers for the **cold,**
With buckles of the purest **gold.** — MARLOWE

4

I come from haunts of coot and *hern,*
I make a sudden **sally,**
And sparkle out among the *fern,*
To bicker down a **valley.** — TENNYSON

5

How pleasant to know Mr. *Lear,*
Who has written such volumes of **stuff!**
Some think him ill-tempered and *queer*
But a few think him pleasant **enough.**
— EDWARD LEAR

6

Heaven is not reached at a single *bound;*
But we build the ladder by which we **rise**
From the lowly earth to the vaulted **skies,**
And we mount to its summit round by *round.*
— HOLLAND

The rime scheme of 1, 4, and 5 is the same and is the common one in quatrains. The riming of 2 and 6 is the same.

Practice 10

What are the rhythmic patterns of quatrains 3, 4, 5, and 6?

Practice 11

What is the thought of each of the following poems written by high school pupils? What pictures are there in the poems? What feeling is expressed in each poem?

Solitude [1]

Has a campfire's glow ever held you
When the night is silent and dark —
Silent, save when some lone coyote
Emits his long, wailing bark?

Have ever the stars in the sky
Seemed like friends, in a realm unknown,
As your thoughts unerringly turn
To friends and companions at home?

Has a dog's cold nose in your hand
Ever given you the sense of delight
That you never can be all alone,
With a dog, a fire, and the night?

Raggedy Ann

Raggedy Ann, forgive me, dear —
The sudden rain has passed us by;
It's useless now I know to cry —
I'll hang you on the line to dry.

Yes, it's true you look a sight —
I understand your deep distress;
Your only red-checked gingham dress
Has run into an awful mess.

[1] By James Cox. A *Scholastic* prize winner. Reprinted by permission.

I'm growing up — I know it now;
That's what it was, the tiny fear —
And I forgot and left you here —
Oh! Raggedy Ann, forgive me, dear.

— Audrey N. Long, E. C. Glass High School, Lynchburg, Virginia

Plaint

All the dogs I've ever had
Were dainty, small, and staid;
Inconsequential balls of fluff
That never romped or played.
I've never had a rough-house dog
That threw you off your feet,
That took you out to walk instead,
And pulled you down the street.
I'd like to have a squirmy dog
With rough, coarse hair and fleas,
That smelled of dog and chewed up cats
And laughed at pedigrees.

— Mildred Mesurac, Richmond Hill High School

Dawn

Whence comes the dawn? Where does it go?
No seer, no sage will ever know.
That dewy, misty queen of day
Will always be a mystery.

Lo, on the sun's first golden ray
Dawn lightly vaults and rides away
To some far land beyond our ken,
To dream until day comes again.

— Dorothy Willard, John Marshall High School, Richmond, Virginia

Autumn

Gentian sky and a whistling wind,
Falling nuts and chattering wren,
Choked brook and colored leaves,
Cold trees and a setting sun.

Gentian sky,
soft and caressing,
Whistling wind,
quick and depressing,
Falling nuts,
rich and sweet,
Chattering wrens,
few and fleet,
Choked brook,
black and brawling,
Colored leaves,
bright red and falling,
Cold trees,
bleak and bare,
Setting sun,
gold and rare:
Autumn.

— Margaret Carter Jones, John Marshall High School, Richmond, Virginia

Practice 12

Using as a pattern a stanza in this unit or a stanza in a poem you have read or studied, write a short poem on one of the following topics or a topic of your own choice:

1. Wind before a storm. 2. The aquarium. 3. The puppies. 4. The cheer leader. 5. A sea shell. 6. The circus. 7. The diver. 8. A child playing with kittens. 9. The peanut man. 10. A boy or girl. 11. Frost on the window pane. 12. Courage. 13. Lincoln, Columbus, Lee, Washington, or another famous man. 14. Boat whistles. 15. Childhood ambitions. 16. Loneliness. 17. Rush hour. 18. A subway station. 19. Snow at dusk. 20. The parade. 21. The rodeo. 22. Cloud pictures. 23. Reflections. 24. My garden. 25. My neighbors. 26. An experience. 27. When I was very young. 28. Our flag.

ENGLISH IN ACTION

Course Two

Part II — The Sentence and the Word

Bibliothèque
du
Juniorat St. Jean

SECTION ONE

PARTICIPLES, INFINITIVES, AND GERUNDS

Forms of the verb that do not make statements, ask questions, or give commands are called verbals. Verbals, like verbs that say, ask, and command, take objects and predicate nominatives and are modified by adverbs.

The three classes of verbals are participles, infinitives, and gerunds.

Participle

A participle is a form of the verb that is used as an adjective. It is *part* adjective and *part* verb. The participle only names the action; it does not make a statement or ask a question.

Practice 1

Find the participles in the following sentences, and prove that they are participles:

Examples:

1. *Looking* at himself in the mirror, he was amazed at his appearance.

Looking is a participle from the verb *look* and is used as an adjective to modify the pronoun *he*.

2. A wolverine had been snooping around the hills, *leaving* his trail in the snow.

Leaving is a participle from the verb *leave* and as an adjective modifies the noun *wolverine*. (*Snooping* is part of the verb *had been snooping*.)

3. The elephants are on their way to new *feeding* places.

Feeding is a participle from the verb *feed* and as an adjective modifies the noun *places*.

4. *Having tied* my boat to a tree, I started for the beaver dam.

Having tied is a participle modifying *I*.

1. Have you running water in your cottage?

2. Wild ducks came over in eights, tens, and thirteens, flying low.

3. We slept well and had a good breakfast of eggs cooked in Spanish style, wheat cakes, fruit, and milk.

4. Mark Twain's description of an ice storm, taken from an after-dinner speech on "Connecticut Weather," is excellent.

5. Seizing an overhanging branch, I pulled myself up.

6. A horse, hitched to a four-wheeled cart, was standing near the gate.

7. It was a difficult climb up the smooth trunk of the old pine, made slippery by the chill rain.

8. They tear through the streets, ringing bells, often flying small flags, shouting "Extra! Extra!"

9. Leaving this city, the railroad winds through one of the richest agricultural districts of the West Coast.

10. It was a large, square room, with two high windows looking out upon a courtyard green all winter.

11. Then the bather became aware of numerous tiny creatures nibbling at his fingers and toes.

12. Red-capped porters, carrying suitcases and hatboxes, hockey sticks and golf clubs, bumped their way through the crowd.

13. The light was poor, being furnished by a few flickering candles.

14. It was a mountain chickadee flitting about the tip of a fir limb, cheerfully hunting among the twigs in the usual good humor of his kind.

15. The two young royal tigers, embracing each other with their forepaws, standing upright on their hind ones like a pair of boxers, amused the boys and girls.

Using Participles

Participles help us to vary our sentences, save words, and make our speech and writing more pleasing.

(Good) The narrow bed was covered with a spotless counterpane drawn up over the pillows without a wrinkle.

(Poor) The narrow bed was covered with a spotless counterpane. This was drawn up over the pillows without a wrinkle.

(Good) Having pulled the boat up on the bank, I started for the beaver dam about a mile away.

(Poor) I pulled the boat up on the bank. Then I started for the beaver dam about a mile away.

Practice 2

In each of the following there are two statements. Improve each by substituting a participial phrase for one of the statements.

1. Front rooms of farmhouses were formerly opened only for weddings and funerals. Now they have been turned into tearooms.
2. I took a stick in my hand, and I waded out to the island.
3. Bananas are practically a continuous crop. They mature fruit in nearly every month of the year.
4. He was depressed and discouraged, and he blew out the light and went to his room.
5. The grandmother was a truly up-to-date grandmother, and she was probably out on the golf links.
6. We set out in the early morning. We were armed with knapsacks and water-flasks.
7. At intervals along the banks we came to wide stone staircases. These lead up from the river.
8. Inside the long, dim room women sit on the floor. They are decorating mellow-toned pottery.
9. We sighted a lone giraffe. It was feeding on an outstanding acacia tree.
10. The very early morning saw me at my breakfast. For breakfast I enjoyed a huge bowl of hot coffee and a big chunk of bread with some butter.
11. A small boy in his first pair of knickers sits at a table in an old-fashioned sitting room. He is reading by the light of a student lamp with a green shade.
12. Suddenly we noticed a mother bear and cub. They were wading along a big, sandy bar in the river.
13. Carl Sandburg lived in Springfield, Illinois. He was born of Swedish parents.
14. Sandy stood in the rear cockpit, three feet behind Jim, and he adjusted his goggles.
15. Rows and rows of airplanes, of all shapes and sizes, were poised like great silver birds. The airplanes glistened under the rays of the morning sun.
16. Shreds of clouds drifted across the sun, and they lined the golden sky with rose and green.

Practice 3

Making use of a participle in each sentence, build ten good sentences about books read, subjects studied, vacation, games, moving pictures, camping, hiking, travel, or work at home. (The ordinary pupil in grades seven to twelve uses only about half as many participles as the average adult.)

Courtesy German Tourist Information Office

THE BEGINNING OF THE HUNT

Gerund

A gerund is an *ing* form of the verb that is used as a noun. A gerund is sometimes called a "verbal noun." The gerund, like the participle, only names the action; it does not make a statement or ask a question.

Notice on pages 319 and 321–322 that the gerunds have the same form as the *ing* participles.

Practice 4

Find the gerunds, and prove that they are gerunds:

Examples:

1. *Choosing* one's favorite poets is really a difficult task.

Choosing is a gerund, because it is a form of the verb *choose* and is used as the subject of the verb *is*.

2. After *circling* about in an agitated and undecided manner, they settled again.

Circling is a gerund, because it is a form of the verb *circle* and is used as the object of the preposition *after*.

1. He has a gift of putting shy, self-conscious people at their ease.
2. On arriving, we breakfasted on rolls and coffee at the station.
3. Clipping off faded flowers and preventing the forming of seeds is essential for prolonging bloom of many perennials.
4. In running up the mountain I was somewhat in advance of the boys.
5. My first business venture was the supplying of milk to people in our neighborhood.
6. He had spent half his fortune in carrying out his great idea.
7. Right now is the best time for buying irises or for dividing and resetting varieties already in the garden.
8. We so easily fall into the ruinous habit of praising ourselves and blaming others.
9. Starting school at six o'clock in the morning would seem queer in the United States.
10. Genius is the capacity for taking infinite pains.
11. What conditions have pilots found most difficult in flying across the Atlantic?
12. Some people have difficulty in telling the difference between the tracks of a squirrel and those of a rabbit.

Case

Which form is preferable?

I didn't hear of —— being sick. (you, your)

Your is preferable; it modifies the gerund *being*.

Practice 5

In each sentence select the correct or preferred pronoun, and tell how each is used:

1. Everybody was surprised at —— winning the golf championship. (his, him)
2. What do you think of —— being elected captain of the team? (his, him)
3. The reason for —— failing in English was lack of work. (his, him)
4. We were surprised at —— coming home so soon. (his, him)
5. I was pleased to hear of —— joining the Boy Scouts. (you, your)

Infinitive

An infinitive is a verb form with *to* used as a noun, an adjective, or an adverb. *To* is commonly omitted after *bid, dare, need, see, make, let, hear, please, feel, help,* and sometimes after a few other verbs.

I helped Mother *bake* the cake.
Let us *go* to the concert.
Please *lend* me your pen.

Practice 6

Find the infinitives, and prove that they are infinitives:

Examples:

1. Why did you try *to climb* the tree?

To climb is an infinitive, because it is a verb form with *to* and as a noun is object of the verb *try.*

2. He could hardly conceal his desire *to laugh.*

To laugh is an infinitive, because it is a verb form with *to* and as an adjective modifies *desire.*

3. It was good *to see* her again.

To see is an infinitive, because it is a verb form with *to* and is used as a noun in apposition with the pronoun *it.*

4. Arthur came *to visit* us.

To visit is an infinitive, because it is a verb form with *to* and as an adverb modifies the verb *came*.

1. I like to go fishing.
2. To watch the faint gray dawn in the east turn to gold in a magic sky was a glorious sight.
3. Father turned his head to look at the stranger.
4. There was not a sound to be heard or a light to be seen.
5. Hundreds of camels are used in this wheat region to transport the wheat to the ports.
6. It was necessary to cross the bridge.
7. In the second year we learn to wash and iron clothes and linen, to make jam, and to preserve eggs for the winter.
8. Did you ever try to drive through a town at twelve miles an hour and to slow down to eight at every crossing?
9. We wanted to giggle at every sentence.
10. Most employers are able in an interview to judge a young man accurately.
11. To be too much in the company of ignorant people is not pleasant.
12. Sometimes the painter added charcoal to make a black design in his sand picture.
13. That precious three hours enabled Paul Revere and William Dawes to arouse the Yankee countryside before daybreak.
14. There are no weeds to hoe or lawn to mow on the area occupied by the pool.
15. To help pupils form better food habits, the lunch department has decided to run specials each week.

Practice 7

Find the participles, infinitives, and gerunds in these sentences, and give the syntax of each (explain its use in the sentence). The figure in parenthesis tells how many participles, infinitives, and gerunds there are in the sentence.

Example:

Having stopped in a grove *to eat* our lunch, we enjoyed *watching* a squirrel.

Element	Name	Use
having stopped	participle	modifier of the pronoun *we*
to eat	infinitive	modifier of the participle *having stopped*
watching	gerund	object of the verb *enjoyed*

1. Weeping and unable to speak, the venerable Archbishop of Canterbury left the gallery of the House of Commons. (2)

2. Shaking the snow from his boots and fur cap, a stranger entered to ask the distance to the nearest hotel. (2)

3. The purpose of this flight was to determine the feasibility of establishing aërial communication with all the countries of the world. (2)

4. After watching a squirrel bury an acorn or chestnut in the ground, did you ever go to the spot and try to find it? (3)

5. Not a few householders were under the necessity of taking axes and chopping a way out of their homes. (2)

6. Played with moderation, golf is an excellent sport to follow. (2)

7. To make prices low enough to sell so many cars, it was necessary to make many discoveries, including quicker and cheaper methods of painting them. (5)

8. Before fishing or hunting, a wise man takes time to look up the laws of the state. (3)

9. We continued to feel our way along the wall inch by inch, taking pains to make no sound. (3)

10. This is an entrance for those wishing to drive to the north end of the park. (2)

11. Searching for ways to improve our tents, we first added a zipper door and then made them larger and roomier. (2)

12. Struggling to keep back her tears, Sylvia hurried to the side lines to pick up her racket-case and sweater. (3)

Punctuation

Restrictive and Nonrestrictive Phrases

Nonrestrictive (or nonessential) phrases are set off by commas. Restrictive phrases answer the question "Which one?" or the question "Which ones?" All other phrases are nonrestrictive.

1. New York City, now containing seven million inhabitants, will probably treble in size in the next hundred years.

Commas are needed. The participial phrase is nonrestrictive, because it does not answer the question "Which New York City?"

2. A city having a good harbor grows rapidly.

Commas are not needed. The participial phrase is restrictive, because it answers the question "Which city?"

3. My brother Bob, studying Latin last night, fell sound asleep.

Commas are needed. The participial phrase is nonrestrictive, because it does not answer the question "Which Bob?"

4. There are ten thousand people studying voice in New York.

No commas are needed. The participial phrase is restrictive, because it answers the question "Which people?"

If a participial phrase is at the beginning of a sentence, it is followed by a comma.

1. Being able men, these Puritans were of necessity very busy men.
2. Muttering, muttering, the thunder grows bolder.

Practice 8

Punctuate the following sentences. Prove that each participial phrase is restrictive or nonrestrictive.

1. The Icelanders lining the wharf were fresh-colored sailors and fishers.
2. Coasting along off the shore I passed a great four-masted ship.
3. Outside a staircase led up to a porch opening into the kitchen.
4. Late that afternoon the triumphant youths shouting singing reached their own village.
5. On the beach many interesting birds lay their eggs dispensing with nests altogether.
6. Mumbling profuse apologies he searched and searched.
7. All planes entered in the race reached San Francisco.
8. Approaching the tracks from either direction the automobilist will

first be confronted by two white parallel stripes painted one foot wide and placed five feet apart.

9. She shook her head still smiling.

10. For thousands of years the sea has been receding leaving behind almost a desert of stones.

11. Having painted a good bit in southern France and in Italy I had hoped to make a series of water colors showing the market scenes of Cairo.

12. The tract of land drained by a river is called its "basin."

13. Johnny Armstrong darting into the street after his ball was hit by an automobile.

14. His nose was long and pointed resembling in general architecture a church steeple.

15. Donning bathing suits Daddy and I set out.

16. A penny saved is a penny earned.

17. Pedro wading toward the safe ground was now about halfway across the creek.

18. For two endless minutes Tommy lay frozen listening to the beat of his heart.

Absolute Construction

An absolute construction, a noun (or pronoun) and a participle used loosely as an adverb modifier, is always set off from the rest of the sentence by a comma or two commas.

1. *His work finished,* he hurried home to his family.

2. *Motorcycle policemen ahead and behind,* they sped out to Oyster Bay.

(Sometimes the participle *being* of the absolute construction is omitted.)

The italicized absolute constructions have no grammatical connection with the rest of the sentences and are set off by commas.

Practice 9

Punctuate the following sentences. Underscore the absolute constructions.

1. Our supplies being low we stopped at the village store.

2. It is not realized by many that Russia is a near neighbor of ours the tip of Siberia practically touching Alaska at Bering Strait.

3. Jarvis made a poor showing in the mile race Paulding of Central High winning easily.

4. The weather being unpleasant we stayed at home all day.

5. I forgot to eat my lunch my whole attention being concentrated on the job of catching another trout.

Tense

Which is correct?

1. I expected —— the work myself. (to do, to have done)

2. —— your advertisement for a stenographer in today's *New York Times*, I hereby apply for the position. (seeing, having seen)

To decide what tense of the infinitive or participle to use, ask yourself the question "Did the action of the infinitive or participle occur before that of the main verb?" If the answer is "Yes," use the past tense of the infinitive or participle; if "No," the present tense.

In 1 did the *doing* happen prior to the *expecting?* No. Hence the present tense *to do* is correct. In 2 did the *seeing* occur before the *applying?* Yes. Hence the past participle *having seen* is right.

To express action earlier than that expressed by the main verb, use the past tense of the participle or the infinitive; otherwise use the present tense.

Practice 10

Which form is correct? Why?

1. I wished —— last week. (to go, to have gone)

2. I intended —— her in Omaha. (to visit, to have visited)

3. Not —— a reply to my letter, I am repeating my inquiry. (receiving, having received)

4. —— you will find a check for one hundred and twenty dollars. (inclose, inclosed)

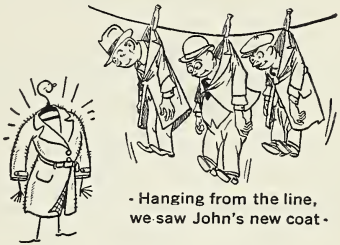
5. Sir Walter Scott wished —— the total indebtedness of his publisher. (to repay, to have repaid)

6. I should have liked —— Jimmy knock the ball over the fence. (to see, to have seen)

7. I should have preferred —— to the mountains. (to go, to have gone)

8. —— my homework, I went for a ride with Virginia. (finishing, having finished)

Dangling Phrases



(Right) We saw John's new coat hanging from the line.

(Confusing) I saw the bust of Sir Walter Scott entering Westminster Abbey.

Entering seems to modify *Sir Walter Scott* or *bust,* but neither the bust nor Sir Walter Scott is *entering Westminster Abbey.* Who is *entering Westminster Abbey?* What does *entering* modify?

(Right) Entering Westminster Abbey, I saw the bust of Sir Walter Scott.

If a participle dangles because there is no word to which it is firmly attached, we may get rid of the participle, place it near the word it modifies, or put into the sentence some word for it to modify.

(Confusing) Sitting on high stools at the soda counter, coffee and doughnuts were served.

The sentence seems to say that *coffee and doughnuts* were sitting at the counter. Of course, the reader can guess the meaning.

(Right) Coffee and doughnuts were served to us sitting on high stools at the soda counter.

(Confusing) At the age of ten Andrew's grandfather died.
(Right) When Andrew was ten, his grandfather died.

An infinitive, a gerund, or a prepositional phrase at the beginning of a sentence should relate in thought to the subject.

Practice 11

Improve the following, and give the syntax of each participle used:

1. Arriving there late, all the lights in the house were out.
2. Pulling hard on the bridle, at last the pony was quieted.
3. Entering the town from the east a small bridge is crossed.
4. The glee club sang "The Star-Spangled Banner," accompanied by the band.
5. After a few hours of clam and crab hunting the tide began to return.
6. After a half hour of hard labor the engine started again.
7. Riding merrily homeward from an amusement park in a straight-eight Packard, our eyes fell upon a long, level stretch of wide cement road.
8. Being a brisk, crisp, bright winter day, I decided to walk home from school.
9. Being a large lake, we rowed straight across it instead of around it
10. Looking around the lake at the perfect shadows of trees, canoes, rocks, and cottages, it gives one the impression of floating in mid-air.
11. Arriving at our destination after a long day's journey, the living room of a hunter's log cabin seemed both comfortable and cheerful.
12. A squirrel was in the elm tree, having a beautiful bushy tail.
13. Upon reaching the steepest part of the hill, the sand gave way under the wheels of the car.
14. On getting out to see the damage done, an old man came over and congratulated us on being alive.
15. At the age of six his father died and left a family of five almost penniless.
16. Having prepared my Spanish and algebra, a friend came in.
17. Walking down the street, the hardware store is on your right about a block beyond the post office.

18. After crossing the New York state line the roads were in better condition.

19. Being then near time for the *Laconia* to sail, I went down to the main deck.

20. Looking out of my window, a moving van attracted my attention.

Practice 12

In a story about the dog shown in the picture on this page, or the dogs in the picture on page 184, or about another dog, use as many participles as are needed to make the structure and sound of your sentences pleasing. Underscore the participles. For example, the sentence "Through streets which were paved with cobblestones, Rover hauled his big milk wagon" might be changed to "Through streets *paved* with cobblestones, Rover hauled his big milk wagon."

Ewing Galloway

MILK DELIVERY IN BRUGES, BELGIUM

"Bowwow! How much milk today?"

SECTION TWO

COMPOUND AND COMPLEX SENTENCES

COMPOUND SENTENCES

5 pounds, 4 ounces is a compound number. Two numbers (*5 pounds* and *4 ounces*) are joined.

"Outside it was snowing, but the kitchen was warm and cozy" is a compound sentence. Two simple sentences ("Outside it was snowing" and "The kitchen was warm and cozy") are joined.

A compound sentence is made up of two or more simple sentences.

The simple sentences joined to form a compound sentence are called principal clauses.

A clause is a part of a sentence that has a subject and a predicate.

Coördinate conjunctions connect words, phrases, and clauses of equal rank. Principal clauses are of equal rank. The coördinate conjunctions commonly used to connect the clauses of a compound sentence are *and, but, or,* and *nor.*

What are the principal clauses in each sentence? What is the subject of each clause? The verb?

1. Keep your face always towards the sunshine, and the shadows will fall behind you.

Keep your face always towards the sunshine
and
the shadows will fall behind you

And connects the principal clauses. A simple subject is underscored; there are two lines under a predicate verb. *You* understood is the subject of the first clause.

2. We all raced to the stern, and there, in the clear water, swam eight or ten sharks.

We all raced to the stern
and
there in the clear water swam eight or ten sharks

3. Its shingled roof was coming to pieces, and its front door flapped to and fro on the hinges.

Its shingled roof was coming to pieces
and
its front door flapped to and fro on the hinges

Practice 1

In the manner just shown separate each sentence into its two principal clauses. Draw one line under each simple subject and two lines under a predicate verb.

1. You may delay but time will not.
2. You can lead a man to college but you cannot make him think.
3. Save the pennies and the dollars will take care of themselves.
4. The weight of the shark had straightened out the big steel hook, and he slipped off into the sea.
5. Four of the eight hits off Mooney were bunts, and the only effective one was Gelbert's in the fourth inning.
6. Clocks have been known since about the twelfth century, but for long years they were crude affairs.
7. Winds staggered our plane, and the mountain peaks were sometimes only three hundred feet below.
8. One cannot always be a hero, but one can always be a man.
9. The sun-bath fad may be of recent origin among white folks, but it is an old custom among the Navahos of Arizona.
10. A month passed and still Columbus's ships were sailing westward.
11. Some of the sailors plotted mutiny, but Columbus was a fearless commander.
12. His tangled beard was yellow, and his matted hair fell down to his shoulders.

How to Recognize a Compound Sentence

Can you tell whether a sentence is simple or compound? Does the simple sentence with a compound subject or compound predicate ever fool you? Here is a test. You can always divide a compound sentence into two or more good sentences.

1. Several bullets struck the log-house, but not one entered.

a. Several bullets struck the log-house.
b. Not one entered.

Hence the sentence is compound.

2. Both the squire and I returned the shot but only wasted our powder.

If we divide this sentence at *but*, "only wasted our powder" is not a complete sentence. Hence the sentence is not compound. The sentence is simple but has a compound subject, *squire* and *I*, and also a compound predicate, *returned the shot* and *only wasted our powder*.

Which of these sentences is compound?

Tom and Huck were good friends. [Simple sentence with compound subject.]

Then Huck slipped down to the ground and crawled in among the trees. [Simple sentence with compound predicate.]

Huck and Tom played pirate and searched for hidden treasure. [Simple sentence with compound subject and compound predicate.]

The boys played robber now and then for about a month, and then Huck resigned. [Compound sentence.]

Practice 2

Which two sentences are compound? Which two are simple sentences with compound subjects? Which two simple sentences have compound predicates? Which two have compound subjects and compound predicates?

1. The squire dropped down beside Tom Redruth and cried like a child.

2. The heat was sweltering, and the men grumbled fiercely over their work.

3. Boys and girls should not drink tea and coffee.

4. Scrooge and the Spirit left the road and soon approached a mansion of dull red brick.

5. The captain chopped down a fir tree and set it up as a flagstaff.

6. All the brown had gone out of the captain's face, and even his nose was blue.

7. The captain and Black Dog argued for a while and then drew their cutlasses.

8. How did Jim and his mother escape from the pirates?

Punctuation

As a rule, a comma is used between the principal clauses of a compound sentence if they are joined by a conjunction. Conjunctions used to connect the clauses of a compound sentence are *and*, *but*, *or*, *nor*, *so*, *yet*, and *while* (meaning *but*). In a very short sentence the comma may be omitted.

(Principal clause) , and / but / or / nor / so / yet / while (Principal clause)

1. There seemed to be excellent teamwork, but there were no individual stars.

2. New York City is a large place, and I can't describe its points of interest in one letter.

3. I'll help you and you'll help me. [No comma is needed in this sentence of seven words.]

NOTE. Either the comma or the semicolon may be used when *so*, *yet*, or *then* connects principal clauses.

If there is no conjunction between the principal clauses of a compound sentence, place a semicolon between them. First, make sure that the sentence is compound. Then if

the principal clauses are not connected by *and, but, or, nor, so, yet,* or *while,* use a semicolon between them. The semicolon is used as a strong comma and as a weak period. In this use the semicolon is a weak period; a period is permissible.

(Principal clause) ; (Principal clause)

1. Speech is silver; silence is golden.
2. The extra copies were soon sold; in fact some pupils went without *Recorders.*
3. History has always appealed to me; therefore I am eager for my high school history courses.

Practice 3

Punctuate the following compound sentences and give a rule for each mark inserted:

1. Soon the boat drew up to the dock and I eagerly clambered into it
2. One of these books is *Joan of Arc* the other is *A Connecticut Yankee at King Arthur's Court*
3. I do not speak slowly enough therefore my words are jumbled together
4. I called the family to the table and not one of them said a word about the burnt potatoes
5. Two sailors are on the deck one of them is standing by a mast ready to climb it
6. Moffat gained nine yards then Hillman crashed through for ten yards and a touchdown
7. Both men led a life of misery for a long time both were rescued by kind friends
8. I kept quiet and the teacher began to unwrap the package
9. People do not lack strength they lack will

10. The time to be happy is now and the way to be happy is by making others happy
11. There was one boy too many for our tent therefore Victor had to sleep in the cook's tent
12. No one has ever discovered the diamond so it is probably safe
13. Study the words carefully then ask a friend to pronounce them for you
14. Some of the islands are mere shoals while others are of considerable size
15. Here Ben Gunn was interrupted by a loud report and a cannon ball came tearing through the trees
16. Rain is produced by evaporation and precipitation while dew is produced by condensation
17. The tide was far out and great tracts of sand lay uncovered
18. The squirrel saw us but did not run away in fact it didn't pay any attention to us
19. These dolls are guaranteed unbreakable and we back our guarantee with twenty-eight years of square-dealing with our customers
20. *David Goes Voyaging* is a twelve-year-old boy's story of his adventures while *Igloo* is a true tale of a dog-adventurer
21. Sleds jingled off into the night and before long there was nobody in the market place but one old man

COMPLEX SENTENCES

A subordinate clause is used like a noun, an adjective, or an adverb. *Subordinate* means *of lower rank.* A subordinate clause is lower in rank than a principal clause and, as a rule, does not make complete sense when removed from the sentence.

A complex sentence has one principal clause and one or more subordinate clauses.

ADJECTIVE CLAUSES

An adjective clause modifies a noun or a pronoun. It is used like an adjective.

1. Anne dyed her *brick-red* hair. [Adjective.]
2. Anne dyed her hair, *which was brick red.* [Adjective clause.]

1. Fred and Bess are *lively* children. [Adjective.]
2. Fred and Bess are children *who are full of life.* [Adjective clause.]

1. *Cuore* is the true story of an *Italian* schoolboy. [Adjective.]
2. *Cuore* is the true story of a schoolboy *of Italy.* [Adjective phrase.]
3. *Cuore* is the true story of a schoolboy *who lived in Italy.* [Adjective clause.]

Relative Pronoun

What does each underscored word do in the sentence?

1. A boy *that always complains* is never pitied.

The relative pronoun *that* connects the italicized adjective clause with the noun *boy*. *That* is used instead of the noun *boy*. In other words, *boy* is the antecedent of *that*.

2. In the show there were cowboys *who coiled their ropes around the legs of galloping horses.*

The relative pronoun *who* connects the italicized adjective clause with the noun *cowboys*. *Cowboys* is the antecedent of *who*.

3. Pupils write hundreds of poems and stories *which magazines are glad to publish.*

The relative pronoun *which* connects the italicized adjective clause with the nouns *poems* and *stories*. *Poems* and *stories* are the antecedents of *which*.

4. You know *what I want.*

The relative pronoun *what* connects the italicized subordinate clause with the principal clause, but has no antecedent.

The relative pronouns *who, which,* and *that* attach adjective clauses to their antecedents. The other commonly used relative pronoun, *what*, never has an antecedent.

Who has three forms:

Nominative	who
Possessive	whose
Objective	whom

How to Find an Adjective Clause in a Sentence

What is the adjective clause in each sentence?

1. He that wants the kernel must crack the nut.

He must crack the nut
↑
that wants the kernel

The adjective clause is in smaller type. The arrow shows what noun or pronoun the adjective clause modifies. The simple subjects are underscored. There are two lines under a predicate verb.

2. The little planes seemed to nestle under the greater ones, whose wings were protectingly outstretched over them.

The little planes seemed to nestle under the greater ones
↗
whose wings were protectingly outstretched over them

3. The dark roofs were all she could see from her eighth-floor windows.

The dark roofs were all
↑
she could see from her eighth-floor windows

The relative pronoun *that* is omitted.

4. I remembered a place where great rocks rose up out of the earth.

I remembered a place
↑
where great rocks rose up out of the earth

In this sentence *where* connects the adjective clause with the principal clause.

Adjective clauses are commonly attached to the words they modify by the relative pronouns *who, which,* and *that.* Sometimes, as in number 3 above, the relative pronoun is omitted. Occasionally, as in sentence 4 above, the connective is *when, where,* or *why.*

Practice 4

In the way just shown write the adjective clause under the principal clause. Draw an arrow from the adjective clause to the word it modifies. Draw one line under each simple subject and two lines under each simple predicate.

1. Do the duty that lies nearest thee.
2. Instantly he curled up like a cat that sees a strange dog.
3. Columbus offered a prize to the sailor who should first sight land.
4. Columbus landed on the shores of a little island, which he named San Salvador.
5. The air which we breathe gives oxygen to the blood in the lungs.
6. The athlete who runs a short distance at top speed suffers from want of oxygen.
7. What makes the pulse which you can feel in your wrist?
8. It is only the ignorant who despise education.
9. The very best medicine that a family can keep in the house is cheerfulness.
10. Cæsar's soldiers were commanded by the greatest military genius that ever lived.
11. He gives doubly who gives quickly.
12. A man is known by the company he keeps.
13. They had a big bass drum which they used for a tom-tom.
14. Carl Wieland, who was the Madison High star pitcher, was in superb form.
15. Every morning they hunted for a place where they might nap during the day.
16. They all look forward to Christmas Eve, when good old Santa Claus comes down the chimney with presents.
17. The twine that wraps man's bundles and the ravelings from his carpet are favorite materials for an oriole's nest.
18. The screech owl, however, prefers a quiet place, where the full effect of its mournful wail may be felt.
19. His eyes, which were very black and very bright, snapped intelligently at you like those of a little brown-and-tan terrier.
20. From Martinique we sailed to St. Thomas, where we visited the homes of the famous Bluebeard and Blackbeard.

Correct Relative Pronouns

Who refers chiefly to persons.

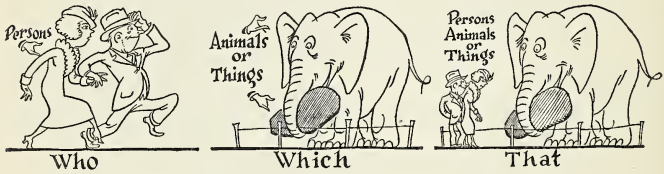
The man *who* is fond of books is usually a man of lofty thoughts.

Which refers to animals or things.

1. The snapping turtle, *which* is the most courageous of all turtles, is rather poorly protected by its shell.
2. On the ice barrier Byrd and his men established winter quarters, *which* they named Little America.

That refers to persons, animals, or things.

1. He *that* trusts in his riches will fall.
2. The horse *that* won the race belongs to Mrs. Whitney.
3. A stone *that* may fit in the wall is never left by the way.



What never has an antecedent.

(Right) There are places *which* have hardly any schools.
(Wrong) There are places *what* have hardly any schools.

Practice 5

Fill each blank with a correct pronoun. Give a reason for your choice.

1. Here is the book —— you asked for. (what, which)
2. The boys —— went had a good time. (what, who)
3. We should be kind to every creature —— God has created. (that, what)
4. I saw a man —— looked like my father. (which, who)

5. These are people —— I am sure you will like. (which, whom)
6. It was Joan —— caught the runaway horse. (which, who)
7. We called on a farmer —— our scoutmaster knew. (which, whom)
8. Roy Arnold is a boy —— I should like to know. (that, which)
9. Maude was the only horse —— I was allowed to ride. (that, whom)
10. Meta is a gay and lively girl —— everyone likes. (which, whom)

Practice 6

In good sentences use *who, whom, which, what,* and *that* correctly as relative pronouns.

Punctuation

A restrictive adjective clause answers the question "Which one?" or the question "Which ones?"

A nonrestrictive adjective clause does not answer the question "Which one?" or the question "Which ones?"

Restrictive Clauses

1. Peter is a boy *who watches goats.* [Answers the question "Which *boy?*"]
2. The highwayman wore boots *that reached to his knees.* [Answers the question "Which *boots?*"]
3. I was sent back to a butcher shop *which was two miles from camp* to get another pound of bacon. [Answers the question "Which *butcher shop?*"]
4. The man *who does everything for gain* does nothing for good. [Answers the question "Which *man?*"]

Nonrestrictive Clauses

1. I called to my brother Ralph, *who ran quickly for Mother.* [Does not answer the question "Which *brother Ralph?*"]

2. My father and I planned to climb Mount Washington, *which is about sixty-four hundred feet high.* [Does not answer the question "Which *Mount Washington?*"]

3. Soon we crossed Bright Angel Creek, *which comes from Bright Angel Canyon.* [Does not answer the question "Which *Bright Angel Creek?*"]

4. Tom Sawyer, *who felt like playing,* tried to get out of whitewashing the fence. [Does not answer the question "Which *Tom Sawyer?*"]

5. We flew over Brooklyn, *which from an altitude of two thousand feet appeared to be a miniature playground.* [Does not answer the question "Which *Brooklyn?*"]

A nonrestrictive clause is set off by commas.

Practice 7

Punctuate the following sentences. Underscore every adjective clause, and in the way just shown prove that it is restrictive or nonrestrictive.

1. My cousin George who is only five years old had closed the door
2. My mother who was in front of the house did not hear me
3. This was an experience that comes but once in a boy's life
4. He that is good at making excuses is seldom good at anything else
5. My family had gone to the theater to see a picture which I had already seen
6. We drove down to Greenport to meet my father whom we expected from the city
7. George Jameson who is a pilot asked me to go up with him
8. *Dr Jekyll and Mr Hyde* is the story of a man who is really two men
9. We hiked to the village of Milford which is a mile and a half from the camp
10. The Boy Scout troop to which I belong has a camp at Fosterdale
11. We spent the night in Forest Hills which is the home of Helen Keller
12. We also met our scoutmaster who gave us an axe and a knife

13. During the fifth inning Clark hit a home run which made the score 7 to 6 in our favor

14. Judith Lee the heroine of *Judith of the Blue Lake Ranch* is a girl who can ride a horse rope a steer or shoot a gun like a cowboy

15. In his hand was a quarter-staff with which he was trying to knock his opponent down

16. On June 6 you sent us a check for twenty dollars for which we thank you

17. Ruth was sitting in the mudhole into which she had fallen

18. Jim passed the ball to Pete Miller who was under the basket

19. Have you read about the diving bell which descended to the depth of about 3,000 feet below the sea level

20. A while later D'Artagnan was pushed into Porthos who challenged him to a duel

Using Adjective Clauses

One way to vary sentences and avoid the stringy type is by using adjective clauses. Often a complex sentence with an adjective clause is better than two short sentences or a compound sentence. The less important ideas should be in phrases or subordinate clauses.

(Adjective clause) The Hardcastle mansion, *which was a large building*, was near the road.

(Compound sentence) The Hardcastle mansion was near the road, and it was a large building.

(Adjective clause) The outstanding Blue and Gold player was Wilbur Wright, *whose defensive work sparkled.*

(Two sentences) The outstanding Blue and Gold player was Wilbur Wright. His defensive work sparkled.

(Adjective clause) Each paragraph has a topic sentence *which is referred to throughout the paragraph.*

(Compound sentence) Each paragraph has a topic sentence, and this sentence is referred to throughout the paragraph.

Practice 8

Using the ideas and most of the words after each number, write one good sentence with an adjective clause. Under-

score the adjective clause. Give a reason for each punctuation mark used.

1. The house was four stories high, and it was in flames.
2. There are about a hundred poems in this book. The book is ten inches long and seven inches wide.
3. Near the falls were six Boy Scouts, and they built a fire to cook their lunch.
4. The story begins with the murder of Sir Henry Baskerville. He was the owner of Baskerville Hall.
5. The Monroe High School basketball team won the championship of the city last year. It has not been so successful this year.
6. Spelling is one of the most important parts of English. It is hard for me.
7. Squire Trelawney engaged Long John Silver and his pirates. They tried to kill their employers and get away with the treasure.
8. After the swim came supper. It consisted of potatoes, lima beans, milk, and chocolate cake.
9. From Niagara Falls we drove to the Peace Bridge. It connects the United States and Canada.
10. You can help your team by subscribing for a season ticket. It will entitle you to go to all of Lincoln's baseball games.
11. The pilgrims are singing hymns of cheer and praise. These can be heard at a distance.
12. Jim Hawkins was the cabin boy. He had some thrilling adventures.

ADVERB CLAUSES

Most adverb clauses modify verbs; some modify adjectives or adverbs. In other words, an adverb clause is used like an adverb.

1. I remember that picnic *distinctly.* [The italicized adverb modifies the verb *remember.*]
2. I remember that picnic *as if it were yesterday.* [The italicized adverb clause modifies the verb *remember.*]
3. Our Boy Scout meetings begin *promptly.* [The italicized adverb modifies the verb *begin.*]
4. Our Boy Scout meetings begin *when the clock strikes eight.* [The italicized adverb clause modifies the verb *begin.*]

How to Recognize an Adverb Clause

A subordinate conjunction connects a subordinate clause with a principal clause. *As if* is the subordinate conjunction in the preceding sentence 2; *when,* in sentence 4.

Commonly used subordinate conjunctions are —

after	before	provided	though	whenever
although	for	since	till	where
as	how	so that	unless	whether
as if	if	than	until	while
because	lest	that	when	why

An adverb clause —

(1) has a subject and a predicate;
(2) modifies a verb, an adjective, or an adverb;
(3) commonly begins with a subordinate conjunction;
(4) as a rule, does not make complete sense when removed from its sentence.

What is the adverb clause in each sentence?

1. Which side of the brain is used when you move your right arm?

Which side of the brain is used
↑
when you move your right arm

The adverb clause is in smaller type. The arrow shows what word the adverb clause modifies. The simple subjects are underscored. There are two lines under each predicate verb.

2. The Navaho child should be a strong youth if sunshine has anything to do with growth.

The Navaho child should be a strong youth
↑
if sunshine has anything to do with growth

3. Actions speak louder than words.

Actions speak louder
↑
than words

The predicate of the adverb clause is *speak* understood.

Practice 9

In the way just shown write the adverb clause under the principal clause. Draw an arrow from the adverb clause to the word or words it modifies. Draw one line under each simple subject and two lines under each predicate verb.

1. Make hay while the sun shines.
2. If you want knowledge, you must toil.
3. Then the boat shook as it collided with the whale.
4. Come back when you have a reputation.
5. The crowd howled like madmen when Gene forged to the front.
6. The pace at the three quarters was faster than it had been at the start.
7. David smiled reassuringly at his mother as he passed her in the stand.
8. If there were no clouds, we should not enjoy the sun.
9. Don't sing your triumph before you have conquered.
10. When the *Mayflower* returned to England, not one of the colonists sailed with her.
11. Although Magellan himself was killed in the Philippines, his flagship, the *Victoria*, completely circumnavigated the world.
12. His soaked clothes clung to his body as he climbed out on the beach, taking one of the oars with him.
13. When I had finished my tale of woe, Father laughed long and heartily at my predicament.
14. When I was about nine years old, Barnum and Bailey's circus arrived in my home town.
15. When we reached the seashore, we dug clams.
16. After the men had had a supper of fresh fish and hot coffee, they sat about the stove talking.
17. When the first half ended, the score was 7 to 6 in favor of Central.
18. Jimmie clapped his loudest when Leroy marched up to the platform for his cup.
19. You should have seen the children's faces when they saw all the good things to eat.
20. Ever since Franklin flew his historic kite, the pranks of lightning have been an object of scientific study.

Punctuation

If the adverb clause is at the beginning of the sentence, put a comma after it.

1. *Unless we sow,* we shall not reap.
2. *If you can't help,* don't hinder.
3. *If you are going to camp in mosquito country,* you may want to make a netting flap for your tent.

The comma may be omitted after a restrictive introductory clause, especially a short one.

When we stopped for the night our housekeeping was very simple. [The introductory adverb clause answers the question "At what one time?" and is restrictive.]

Always use a comma before *as, since,* or *for* when the clause gives a reason.

1. I did not call for George, *as he is not interested in tennis.*
2. I will come, *since you ask me.*
3. One can be a pioneer today, *for the dim trails still beckon to the wilderness.*

Practice 10

Punctuate the following sentences. Give a reason for each mark you use.

1. When the well is dry we know the value of water
2. While I was eating my mother asked me about our hike
3. After I got Leon out of the water we had to dive down and get the pack
4. The spectators rose as one man to watch the race for all the runners were dashing down the track like champions
5. Where there's a will there's a way
6. When the trees were cleared away the flowers began to grow
7. When we sat down to eat Mrs Meaney a gossipy neighbor came in
8. When it came time to pull for the shore the wind was from the land and was blowing a gale
9. He must have passed this way for here are his footprints

10. While I was reading Joan was listening to the radio
11. Then we sat down to rest as we were all tired
12. When the farmer discovered large flocks of crows and robins in his berry patch he rigged up a loudspeaker inside his scarecrow
13. The party ended with a merry song and a great rush to the cabins for there was much work to be done
14. If you are going to attend the baseball and basketball games you'll surely want to know all the cheers and songs
15. The story has a tragic ending for Lassiter rolls a huge boulder down the mountain side and seals the pass forever

Using Adverb Clauses

Do you start every sentence with the subject and its modifiers? One way to break this bad habit and secure variety in letters and reports is by beginning some sentences with adverb clauses.

(Adverb clause first) *While I was crossing the street,* an automobile almost hit me.

(Compound sentence) I was crossing the street, and an automobile almost hit me.

(Adverb clause first) *Although he worked from morning till night in the fields,* he had nothing but a coarse shirt to his back and his little mud house.

(Compound sentence) He worked from morning till night in the fields, but he had nothing but a coarse shirt to his back and his little mud house.

Practice 11

Change each compound sentence into a complex sentence beginning with an adverb clause:

1. Edward was walking down Main Street, and he saw the circus parade coming.
2. Philip was driving along Pennsylvania Avenue, and a policeman signaled to him to draw over to the curb.
3. My parents and I were motoring through the Adirondack Mountains, and we narrowly escaped an accident.
4. The story starts off rather slow, but the fourth chapter is exciting.

5. It was time to close the library, so I had to go home without finishing the April *American Boy*.

6. I like to read, so most of my allowance is spent on books.

7. Helen Keller's *Story of My Life* wasn't in the library, so I decided to read *Boys' Life of Theodore Roosevelt*.

8. Gulliver opened his mouth to ask the pygmies a question, and he blew about fifty of them off his chest.

Practice 12

Write eight good complex sentences about books you have read, moving pictures you have seen, or games you have played or watched. Draw a solid line under an adjective clause and a dotted line under an adverb clause. Be ready to give a reason for each punctuation mark you use.

NOUN CLAUSE

A clause used like a noun is a noun clause.

(Subject) *That heavy smoking causes the heart to skip beats* has long been known.

(Predicate nominative) The fact is *that aviation is in a state of change and development.*

(Direct object of verb) Floyd admitted modestly *that he could run fairly well.*

(Object of preposition) The book will be given to *whoever tells the best story.* [The noun clause is object of the preposition *to*. *Whoever* is subject of the verb *tells*.]

(Apposition) It is perfectly true *that bad air makes one extremely drowsy.* [The noun clause is in apposition with the pronoun *it*.]

Practice 13

Find the noun clause in each sentence and tell how it is used:

Examples:

1. Account for the fact that one sometimes is sleepy after dinner.

that one sometimes is sleepy after dinner — subordinate noun clause in apposition with the noun *fact*

2. Do you know how many minutes you can study without any outside thought entering your mind?

how many minutes you can study without any outside thought entering your mind — subordinate noun clause used as the object of the verb *do know*

1. Columbus hoped that he might find a shorter route to the Indies.
2. Every schoolboy knows that sound carries best over water.
3. Men and women were yelling, "Come on, Ted!"
4. I know that the hedgehog never throws its quills.
5. Father's answer was that balsam beds are springy and soft.
6. Give the package to whoever comes to the door.
7. I do not know who he is.
8. My belief is that there were two robbers.
9. Is it true that you won a prize at the flower show?
10. What he said was worth hearing.
11. Then Jim asked a small boy, "What's the score?"
12. It is said that fifty-six Americans out of every hundred live today in urban areas.
13. Do you believe that a hobby helps one to get the most out of life?
14. Fred's mother knew that her children were eager to complete their education.
15. Never put off till tomorrow what you can do today.
16. You know that the pointer stars of the Dipper indicate the Pole Star.
17. We handed Bess a basket with what was left of the picnic lunch.
18. Has the principal found out who the guilty one is?
19. Do you know that good speech is important?
20. We no longer believe that sea serpents, dragons, and mermaids haunt the corners of the earth.

Practice 14

Find all subordinate clauses. Which are noun clauses? Which are adverb clauses? Which are adjective clauses? How is each clause used? There are five of each kind.

1. No one will ever know the delight I felt in handling those furry little cubs.
2. Martin Johnson found that most of the natives still hunted with bow and arrow.

3. Hope ever urges us on and tells us tomorrow will be better.

4. If you were a little Chinese boy, you would be likely to have a cricket for a pet.

5. The Greeks had a variety of football which they passed on to the Romans.

6. Cynthia watched him as he mixed cool green with the flesh tones on her water-color palette.

7. We discovered that the Nassau Inn is the oldest hotel in Princeton.

8. Jerry was watching his grandfather, who could carve almost anything out of a pine splinter or a peach stone.

9. I wonder whether I shall have to remind him of his promise.

10. We can take a ride in one of those little boats that go up and down the Seine like streetcars.

11. Tell Herbert we want him to come to dinner on Sunday.

12. When Bobby stopped on the corner to buy a chocolate bar, I yelled at him to come on.

13. We seemed to be just poking along, though actually we were going one hundred ten miles an hour.

14. Canoe racers skimming over Adirondack lakes feel the same joy that the red man felt in a light craft and wide waters.

15. If you pitch your camp on a high, dry site, mosquitoes and other insects aren't likely to disturb you.

Punctuation of Quotations

Many quotations are noun clauses.

Study the punctuation of these sentences:

1. "Come on!" yelled Ed.

2. "Have you ever heard of Count von Luckner?" my father asked me.

3. "I found him in his cabin about twenty miles northwest of here," said Sergeant Perth.

Quotation marks enclose a direct quotation. In sentence 1 an exclamation point follows the quoted exclamation; in sentence 2 a question mark follows the quoted question; in sentence 3 a comma is placed after the quoted statement.

4. Harold said, "Now you're joking."

Here the quotation follows the introducing words. Notice the comma after *said* and the capital letter in *now*.

5. "Well," said Ruth, "here we are."
6. "Throw these papers out the window," said the Southerner to his servant, "and pay the boy for them."

When a quotation is broken by an expression like *said Ruth*, two pairs of quotation marks are needed. Notice that *here* in 5 and *and* in 6 begin with small letters. Note also that the quotation marks follow the commas and the periods.

Use a comma to set off a short direct quotation.

7. "No, I don't believe in luck," replied Dick. "There's really nothing to it."

What Dick said was two sentences:

No, I don't believe in luck.
There's really nothing to it.

When you enclose the two sentences in quotation marks, you still have two sentences.

Put a period after introducing words placed between two sentences.

Practice 15

Punctuate and capitalize these direct quotations. Give a reason for each punctuation mark or capital inserted.

1. Why what's the matter said one of the girls
2. Lindbergh circled lower and yelled to the fisherman where am I
3. The man said to David come in and have some supper my son
4. What happened to all my clothespins Mother asked
5. You happen to be mistaken said May
6. Why don't you speak for yourself John said Priscilla to John Alden
7. Boys said our director we are going on a trip to the coal mines

8. I won't be able to go on that camping trip with you Pam was saying
9. What is the matter asked Roy
10. I still think said Watson that somebody told you
11. Why did you sell that pin wheel said Margaret why didn't you keep it as a souvenir
12. My mother asked have we enough gasoline
13. Tom replied you are not very clever yourself
14. You are slow I said to Mildred I've already skated around the pond twice
15. Are you sure said the captain that steak isn't tough
16. Doctor Burns replied just leave a pitcher of milk and some bread on the table for me
17. I learned the books of the Bible by heart said Elspeth when I was six years old
18. That is not necessary said Grace we can chain the boat to the dock without getting out
19. Let's eat at twelve o'clock said Marion
20. Be careful Mary I said remember you are a new driver

Practice 16

Using a noun clause in each, write five sentences in which you give facts you have learned in school this year. Underscore the noun clauses.

Example:

Our general science teacher demonstrated the fact *that the air exerts pressure on the surface of objects.*

Mastery Test 1A — Kinds of Sentences

Classify the following sentences by writing on your answer paper *S* for simple sentence, *Cd* for compound sentence, and *Cx* for complex sentence after the corresponding numbers 1, 2, 3, etc.

1. I turned back southwest toward less populated country and started climbing in an attempt to get over the clouds.
2. Apples, berries, sweet corn, and melons are set out on a box by the roadside and sold to passing autoists.

3. This story is a good one, but I do not want to tell it here.

4. Because parking space is scarce, I prefer to walk or take the subway to my office.

5. He had also a strong jaw, thin lips, and the Roman nose which we associate with an organizer.

6. Tigers, unlike leopards and most cats, are very fond of water and in the hot weather often lie partly submerged during the heat of the day.

7. Early pedestrians upon the rain-soaked streets of Washington today saw a sight they will long remember.

8. Who soars not never falls.

9. Except for the rare man-eaters, a tiger, left alone, is not dangerous and is not destructive to the farmer's interests, in many cases helping to keep harmful game within reasonable bounds.

10. When he finally reached his own street, he jumped out, and, going through the courtyard, bounded up the stairs to the apartment like a boy.

11. Spring was beginning to make itself felt, the days were getting warmer, and the lower valleys had cleared of snow.

12. The young man waited on table at the university, and in various other ways contrived to work his way through.

13. I don't know who they are.

14. For fifteen minutes or more the two men talked, and the child waited.

15. Man has always been wasteful with respect to animal and plant life, and our country has formed no exception to the rule.

16. Jumping on their horses, Giorga and his people disappeared into the night.

17. In the beginning the camels brought to America did all that was expected of them.

18. I always wondered how he could endure those high collar points.

19. This sounds like a fairy tale, but it's all true.

20. The habit of saving money, while it stiffens the will, also brightens the energies.

Mastery Test 1B — Kinds of Sentences

Classify the following sentences by writing on your answer paper *S* for simple sentence, *Cd* for compound sentence, and *Cx* for complex sentence after the corresponding numbers 1, 2, 3, etc.

1. The pigeons flew straight up in the air and then began to circle to get their bearings.

2. Reading is to the mind what exercise is to the body. — Addison

3. The catbird has a very harsh cry, but it can also sing sweetly and mimic other birds.

4. Waddling along single file, the penguins and their young solemnly marched across the island to the water's edge.

5. Splendid auto roads now wind their way over mountains and through canyons that once knew only the trails of Apaches and Cheyennes.

6. In Moscow there is a bell measuring twelve feet in diameter which is the largest of its kind in the world.

7. At the mouth of the bay lay the pirate ship and the captured frigate.

8. The houses people built in colonial days today seem pitifully poor and comfortless.

9. Trains and steamers usually take only the body on a journey, but a book takes the soul.

10. Kaye Don and Gar Wood have broken many speed records but are not content to rest on their laurels.

11. When we are rested, we are better able to learn quickly and to keep our attention on our work.

12. The baying of hounds, the neighing of horses, and the cheery shouts of the grooms mingled in the frosty air as preparations for the hunt went forward.

13. The canoe, a graceful birch-bark craft, was little Blue Arrow's delight and the envy of the other boys in the village on the shore of Moosehead Lake.

14. Not one of the Pilgrims went back on the *Mayflower* when it returned to England.

15. Fountains of molten lava spout periodically from the crater and flow slowly down the slopes of the volcano to the beach.

16. Dig a well before you become thirsty.

17. Several attempts were made to take off from the field, but the heavy load of fuel made flying impossible.

18. Christmas Day was a day of feasting and a time for merriment and general good cheer.

19. The water supply ran low, food was rationed out with care, and even the captain was seen anxiously scanning the horizon.

20. What first appeared to be a stiff breeze soon turned into a howling, devastating hurricane.

Punctuation

Study the punctuation of these sentences:

1. When I went to school yesterday morning, a woodpecker was at work in our big oak tree; when I came home, he was still there.

This is really two complex sentences separated by a semicolon. The commas after *morning* and *home* separate the introductory adverb clauses from the principal clauses which follow. Because there is no conjunction between the parts of the compound sentence, a semicolon separates them. The semicolon is used as a weak period.

2. Mrs. Wilbur likes to cook; and although she has as yet made no famous recipe, her coffee cake, whiffed from the oven, is delicious.

A period follows the abbreviation *Mrs.* The comma after *recipe* separates the introductory adverb clause *although she has as yet made no famous recipe* from the principal clause. The nonrestrictive phrase *whiffed from the oven* is set off by commas. A semicolon separates the two parts of the compound sentence, because one of them is subdivided by commas. The semicolon is used as a strong comma.

3. You come down to Bayside on a straight, descending grade, and as the tracks enter the yard they swing to the right.

A comma separates the two adjectives *straight* and *descending.* The comma is used with *and* between the parts of the compound sentence. When a part of a compound sentence, especially a short one, is subdivided by commas, either a semicolon (as in sentence 2) or a comma may be used between the parts.

Review pages 198–200, 205–207, 211–212, 215–217.

A semicolon is frequently used to separate coördinate parts of sentences when they have commas within themselves.

Practice 17

Punctuate the following sentences, and give a reason for each mark inserted:

1. Early next morning the dogs accompanied me part way but since they would surely interfere with my hunting they were left beside the snowshoe trail two miles from camp.
2. As you know each state has its emblem but do you know what New Hampshire's emblem is?
3. If a thing is right do it boldly if it is wrong leave it undone.
4. People do not lack the strength they lack the will to carry out what they plan.
5. You were there he said for the same reason I was.
6. There were no stoves so large old-fashioned fireplaces which burned sagebrush were used in the kitchens.
7. He that is good at making excuses says Franklin is seldom good for anything else.
8. The census man is in even greater disfavor than the weather man said Mrs Thompson he is too inquisitive.

Mastery Test 2A — Punctuation of Compound and Complex Sentences

Copy the following sentences and punctuate them correctly. Overpunctuation is just as bad as underpunctuation. Therefore a sentence is wrong if an unnecessary or wrong mark is inserted or a needed mark is omitted. Do not divide one good sentence into two sentences.

1. The wind rose suddenly to hurricane violence lightning struck vividly in a clump of trees a hundred yards away
2. Now Ted said Jo Haley that way of talking won't help matters
3. I owe all my success in life said Lord Nelson to having been always a quarter of an hour beforehand
4. Our principal who is a graduate of the University of Washington believes that boys and girls who do excellent work in high school should go to college
5. Boston is salty of the sea St Louis breathes the air of the prairie

6. When the big clock in the church tower strikes the hour of nine he descends the stairs to his office

7. Although the sun had been up for more than three hours the city was just rubbing its eyes and most of the shops stores and offices were still closed

8. Governor Yeardley and his council keeping their hats on took the front seats and the burgesses occupied those in the rear

9. It was a colony chiefly of bachelors there were not enough homes with faithful mothers happy children and cheerful firesides

10. He who can take advice is sometimes superior to him who can give it

11. The first session of the House of Burgesses was opened with prayer by a clergyman after which each member took the oath

12. The score in the first game was 17 to 0 against us nevertheless we were not discouraged

13. Jim she said they're coming across the creek

14. Do you think so said Mrs Willing

15. If thou art a master says Fuller be sometimes blind

16. I once asked an old resident if it rained every day in Samoa and he replied that he had lived there twenty years and had no recollection of a day when it did not rain at some time during the twenty-four hours

17. By sending your order now you will be saving money for prices are going up on December 7

18. Wiley Post who made the first solo round-the-world flight in 7 days 18 hours 49½ minutes tried for an altitude record

19. Long John fairly outstripped himself in willingness and civility he was all smiles to everyone

20. The vocation of every man and woman said Tolstoi is to serve other people

Mastery Test 2B — Punctuation of Compound and Complex Sentences

Copy the following sentences and punctuate them correctly. Overpunctuation is just as bad as underpunctuation. Therefore a sentence is wrong if an unnecessary or wrong mark is inserted or a needed mark is omitted. Do not divide one good sentence into two sentences.

1. Maple birch and aspen leaves had turned to gold russet and even purple only the oaks were fiery red

2. Every passenger on a transport airplane must be weighed for every plane has a weight limit

3. Well Joe said Bob shall we look around a bit for the secret passageway

4. Some teachers base their marks chiefly on class work others rely on tests and examinations

5. After I had pushed the clutch down to the floor and shifted slowly into high gear I raised the clutch and stepped on the accelerator

6. In covered-wagon days a team which made the trip between Philadelphia and Pittsburgh in twenty days made a speed record

7. If you're not afraid laughed Martha let's take the short cut through the cemetery

8. The rider pounded impatiently at the door of the Blue Boar Inn which was dark and silent as a tomb

9. Reputable newspapers give reliable national and foreign news the tabloids stress crimes and scandals

10. There's something under my bed whispered Jane

11. Although we had beached our boat far up on the sand the waves came higher and higher and we were obliged to carry it up to the house

12. At the first notes of the bugle all the boys raced for the mess hall but this time no warm dinner awaited them

13. How could the summer campers have missed this spot I asked Uncle Fred

14. That monkeys can be both amusing and affectionate is testified by Mrs Martin Johnson who has made pets of several of them in recent years

15. After twenty years said Hugo you might not recognize your brother for a person changes a great deal in twenty years

16. The rules which the British Parliament originated for conducting meetings are now known all over the world as parliamentary law

17. When a spider makes a sticky trap for other insects why isn't he caught in it himself

18. The puppy which I liked best was the stubby-legged Scotch terrier tumbling around in the sawdust

19. If you get a room at the inn tonight shouted the coachman you'll be lucky

20. The husky behind Bimbo often sulked and shirked in pulling the sled yet Bimbo never snapped at him or fought with him

Silent Reading

Practice 18

Divide each sentence into its clauses. Find first the verbs and introducing words (conjunctions and relative pronouns). What is the subject of each clause? The verb? Paraphrase each sentence — that is, give its meaning in your own words.

1. When the weather is fair and settled, these mountains are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory. — IRVING

2. Out 'twixt the battery-smokes there flew
   A rider, bound on bound
   Full-galloping; nor bridle drew
   Until he reached the mound. — BROWNING

3. You are to imagine this Knight, strong of person, tall, broad-shouldered, and large of bone, mounted on his mighty black charger, which seemed made on purpose to bear his weight, so easily he paced forward under it, having the visor of his helmet raised, in order to admit freedom of breath, yet keeping the beaver, or under part, closed, so that his features could be but imperfectly distinguished. — SCOTT

4. On that shore, dimly seen through the mists of the deep,
   Where the foe's haughty host in dread silence reposes,
   What is that which the breeze, o'er the towering steep,
   As it fitfully blows, half conceals, half discloses? — KEY

5. This I beheld, or dreamed it in a dream:
   There spread a cloud of dust along a plain;
   And underneath the cloud, or in it, raged
   A furious battle, and men yelled, and swords
   Shocked upon swords and shields. — SILL

6. Sweet are the uses of adversity,
   Which, like the toad, ugly and venomous,
   Wears yet a precious jewel in his head;
   And this our life exempt from public haunt
   Finds tongues in trees, books in the running brooks,
   Sermons in stones, and good in everything. — SHAKESPEARE

7. And he shall give
Counsel out of his wisdom that none shall hear;
And steadfast in vain persuasion must he live,
And unabated
Shall his temptation be. — DRINKWATER

8. Very orderly and methodical he looked, with a hand on each knee, and a loud watch ticking a sonorous sermon under his flapped waistcoat, as though it pitted its gravity and longevity against the levity and evanescence of the brisk fire. — DICKENS

9. I cannot tell what you and other men
Think of this life; but, for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself. — SHAKESPEARE

10. He walked uphill in the mire by the side of the mail, as the rest of the passengers did; not because they had the least relish for walking exercise, under the circumstances, but because the hill, and the harness, and the mud, and the mail, were all so heavy, that the horses had three times already come to a stop, besides once drawing the coach across the road, with the mutinous intent of taking it back to Blackheath. — DICKENS

SECTION THREE

CORRECT AND CLEAR SENTENCES

VERBS AND PRONOUNS IN COMPOUND AND COMPLEX SENTENCES

The verb and the pronoun are responsible for three-fourths of pupils' mistakes in grammar. You have studied the use of these troublesome parts of speech in simple sentences and should now form the habit of using them correctly in compound and complex sentences.

Case of Pronouns

In each sentence which word is correct?

1. Nicholas and Felix are older than ——. (us, we)

We is the subject of the verb *are* understood.

2. If you and —— go, we can meet at Ruth's house. (I, me)

I is the subject of the verb *go*.

3. It wasn't —— who rang the bell. (her, she)

She is the predicate nominative of the verb *was*.

4. No one but —— knew where Marjorie had gone. (he, him)

Him is the object of the preposition *but*.

The subject of a verb and the predicate nominative are in the nominative case; the direct object of a verb, the indirect object, and the object of a preposition are in the objective case.

Practice 1

In each sentence which is the correct or preferred pronoun? How is the pronoun used?

1. George is about four inches taller than ——. (I, me)
2. Did you have the same test as ——? (us, we)
3. Eddie is younger than ——. (I, me)
4. I gave it to Dorothy, and she gave it to ——. (he, him)
5. My father is stronger than ——. (he, him)
6. At the end of the play Roland comes back, and Josephine and —— are married. (he, him)
7. Mother told Mary and —— that Aunt Martha had invited us up to the country for two weeks. (I, me)
8. Are you sure it was ——? (her, she)
9. Who told you it was ——? (he, him)
10. When Mother was away, Louise and —— did the cooking. (I, me)

Agreement of Pronoun and Antecedent

In each sentence which pronoun is correct?

1. If you know of anyone that would like to come to the play, will you please invite ——. (him, them)

Him is correct, because the antecedent *anyone* is singular.

2. Billboard advertisements help the buyer to decide what —— to purchase. (he wants, they want)

He is correct, because the antecedent *buyer* is singular.

3. In hard times a person looking for a position must take what —— can get. (he, they)

He is correct, because the antecedent *person* is singular.

4. Every sailor had to work hard for the sixteen dollars a month —— received. (he, they)

He is correct, because the antecedent *sailor* is singular.

A pronoun agrees with its antecedent in number and person.

Practice 2

In each sentence which is the correct or preferred pronoun? What is its antecedent?

1. I never defend a person unless I believe —— innocent. (him, them)
2. If a person reads a book in a day, will —— remember it? (he, they)
3. When a stranger came into the office, it was Charlotte's duty to receive ——. (him, them)
4. Anyone can join if —— sixteen years old. (he is, they are)
5. If anybody found my key, —— would have no use for it. (he, they)
6. Everyone who tried to save the child risked —— life. (his, their)
7. Before one takes the car out of the garage, —— should examine the four tires. (he, they, one)
8. A person who obeys —— conscience has no regrets. (his, their)
9. Beside each woman was a wooden basket in which —— put the potatoes. (she, they)
10. After everyone had corrected —— poetry, the teacher asked me to read mine. (his, their)
11. If there is such a person here, let —— speak now. (him, them)
12. If anybody doesn't understand the use of pronouns in complex sentences, I should like to see —— at the close of school today. (him, them)
13. A pupil may try for the baseball team if —— marks are satisfactory. (his, their)

Agreement of Verb with Subject

In each sentence which pronoun is correct?

1. There are many foods that contain starch and many that ——. (doesn't, don't)

Doesn't (*does* + *not*) is singular; *don't* (*do* + *not*) is plural. The subject *that* is plural, because *many*, the antecedent of *that*, means more than one. *Don't*, a plural verb, agrees with *that*, a plural subject.

2. I enjoyed myself, for there —— many sports and games. (was, were)

Sports and games, the subject of the subordinate clause, is plural; hence *were*, the plural verb, is correct.

3. I hope she —— call on me. (doesn't, don't)

She, the subject of the noun clause, is singular; hence *doesn't*, the singular verb, is correct.

4. It is not I who —— to blame. (am, is)

Who, the subject of the adjective clause, agrees with its antecedent *I* in the first person singular; hence *am*, the verb in the first person singular, is correct.

A verb agrees with its subject in number and person.

Practice 3

Choose the correct verb. What is its subject?

1. We told the scoutmaster we —— looking for wood. (was, were)
2. If alcohol is food for the brain and body, why —— boxers and runners use it? (doesn't, don't)
3. Two poems which I like —— "The Highwayman" and "Lochinvar." (are, is)
4. There —— two pupils who hadn't done their homework. (was, were)
5. We went to bed early — that is, all that —— going home the next day. (was, were)
6. When you pull the string, one of the rubber bands —— released. (are, is)
7. Twenty-five thousand copies of the second *Believe It or Not* —— sold before Ripley had written it. (was, were)
8. The boat was loaded with provisions that —— needed on the trip. (was, were)
9. The men are dressed in green with the exception of their hats, which —— red. (are, is)
10. It is I who —— responsible. (am, is)
11. The lion came to where Androcles and his wife ——. (was, were)

12. We —— so scared we ran for our lives. (was, were)
13. It is a story of a family who —— all the time. (complain, complains)
14. Everett —— know what you mean. (doesn't, don't)
15. All the boys that —— in the yard just laughed. (was, were)
16. I am told that everybody who knows your brothers —— them. (like, likes)

Tense

Action in Past Time

In each sentence which verb is correct?

1. Last year I —— what a paragraph is. (have learned, learned)

The learning happened in the past; *learned*, the past tense, is correct.

2. Those two dollars were the first money I ——. (ever earned, have ever earned)

The earning happened in past time; hence *earned*, the past tense, is correct.

The past tense is used for past time.

Practice 4

Complete these sentences. Tell the tense of each verb inserted.

1. When the conductor —— whose dog it was, everybody laughed. (ask)
2. I could see Joe's head drop when they —— him the bill. (hand)
3. Mr. Davis still loves the sports which he —— as a youth. (enjoy)
4. Yesterday I —— that a fuel is a substance that will readily combine with oxygen. (learn)
5. After the hatchet-faced man had looked at me for some time, he ——, "What is your name?" (say)
6. George Washington —— that education is important in a country like ours. (believe)

7. After my English class yesterday Miss Finnegan —— to me, "Will you speak to the class tomorrow about model airplanes?" (say)
8. "I —— to America five years ago," said Rudolph. (come)
9. "The bell ——," said Ted. (didn't ring yet, hasn't rung)
10. To prove his points Mr. Harris gave incidents which —— in various countries during the World War. (happen)

Action before a Past Time

In each sentence which verb is correct?

1. The teacher asked what —— to my eye. (had happened, happened)

The past perfect tense *had happened* is correct, because the happening occurred before the past act of asking.

2. When I —— five dollars, I deposited it in the bank. (had saved, saved)

The saving occurred before the past act of depositing; hence the past perfect *had saved* is correct.

3. My brother said he —— a joke on me. (had played, played)

The playing happened before the past act of saying; hence the past perfect *had played* is correct.

The past perfect tense is used if the action was completed before some past time.

Practice 5

Complete the following sentences. Give the tense of each verb inserted, and explain why this tense is correct.

1. On Monday I told Jim what —— at Saturday's game. (happen)
2. I did not want to tell my mother I —— by a dog. (bite)
3. After Phil —— for two days and two nights, he came to Pottersville. (walk)
4. I found out I —— my key. (lose)
5. Miles Standish was thinking of his dear wife who —— the preceding winter. (die)

6. When my mother saw that I —— the package, she punished me. (open)

7. This morning after I —— breakfast I tossed a fifteen-pound medicine ball for a half hour. (finish)

8. The doctor told me I —— my ankle. (sprain)

9. I was sorry for what I ——. (say)

10. After we —— on the steamer three days, we sighted another ship. (be)

Practice 6

Write three good complex sentences in which you use correctly the past tense and three in which you use the past perfect tense.

General Truth

In each sentence which verb is correct?

1. This experiment proved that bread —— starch. (contained, contains)

Bread always contains starch. The present tense, *contains*, is correct.

2. Our teacher told us that water —— when it freezes. (expanded, expands)

Water always expands when it freezes. The present tense, *expands*, is correct.

The present tense is used to express what is always true.

Careless Tense Shift

In each sentence which verb is correct?

1. Another loafer pushes him out of the way. Soon a fight ——. (is started, was started)

Because *pushes* is in the present tense, the present tense *is started* is needed. One should tell his whole story either in the past tense or in the present tense.

2. Sherlock Holmes then made a signal to Doctor Watson, who —— outside the window. (is waiting, was waiting)

Because *made* is in the past tense, the past tense *was waiting* is needed.

Do not carelessly shift from the past tense to the present or the present tense to the past.

Might, Could, Would, and *Should*

***Might, could, would,* and *should,* not *may, can, will,* and *shall,* are used after a past tense.**

1. I *hope* this warning *will be* sufficient.
2. Jim *said* that he *might be* absent from the March meeting.

Practice 7

Insert the correct verb form. Give the reason.

1. The experiment proved that orange juice —— contain starch. (didn't, doesn't)
2. The teacher asked me what a squid ——. (is, was)
3. In our general science class yesterday Mr. Weller showed us how much nitrogen there —— in air. (is, was)
4. I learned yesterday that one-fifth of the air —— nitrogen. (is, was)
5. "Crossing the Bar" —— the most beautiful poem I have ever read. (is, was)
6. When I got out of the car, I —— myself surrounded by dogs. (find, found)
7. After that Judy called him Daddy Long Legs in the letters she —— him from college. (writes, wrote)
8. The scoutmaster —— the meeting to order and asked whether anyone wanted to take a test. (called, calls)
9. Barton —— over for a touchdown, but the try for an extra point failed. (goes, went)
10. Gulliver escaped from Lilliput with seven cows and three goats in his pockets and —— in England after a long journey. (arrived, arrives)
11. I asked whether I —— go to the circus. (may, might)

12. If the students come out once and see the type of basketball the team plays, they —— surely come again. (will, would)

13. Oliver Twist knew he —— be severely punished. (will, would)

14. My history teacher told me he —— give me two weeks to make up the work I missed. (will, would)

Note these correct forms:

If I *had* more free time, I would take piano lessons. [Not "would have."]

If I *failed* in a subject, my father and mother would be disappointed. [Not "would fail."]

If we *had started* an hour earlier, we would have reached Memphis before dark. [Not "would have started."]

Subjunctive Mood

Turn to pages 317–320, and compare the present and the past tense indicative and subjunctive of *see* and of *be*. In the active voice the indicative and the subjunctive of *see* are the same in the past tense, and differ only in the third person singular of the present tense. Most verbs are like *see*. The indicative and the subjunctive of *be*, however, differ throughout the present tense and at two points in the past tense.

Condition Contrary to Fact

The subjunctive is preferred for a condition (an *if* clause) that is contrary to fact (untrue).

1. If I *were* you, I should plan to go to college. [I am not you.]

2. If billboard advertising *were* prohibited, fewer accidents would occur. [Billboard advertising is not prohibited.]

3. Jo acted as if she *were going* to have a tooth pulled. [*As if* and *as though* clauses regularly take the subjunctive.]

Wish

The subjunctive is preferred for a wish.

I wish I *were* in Maine.

Practice 8

Which word is preferred? Why?

1. It seemed as if the earth —— rising to meet the plane. (was, were)
2. If I —— an artist, I should paint pictures of animals. (was, were)
3. If I —— you, I shouldn't pay any attention to what Henrietta said. (was, were)
4. I wish I —— going to the party. (was, were)
5. I was eight years old then, but I remember it as if it —— yesterday. (was, were)
6. I wish Martin —— going with us. (was, were)
7. We couldn't live as we do if it —— for inventors. (wasn't, weren't)
8. If the day —— colder, we might build a fire. (was, were)

Mastery Test 3A — Verbs and Pronouns in Complex Sentences

Select the correct or preferred word or expression and on your answer paper write it after the number of the sentence: (Right − Wrong = Score)

1. My brother is almost as tall as ——. (I, me)
2. There is no doubt as to —— should be elected. (who, whom)
3. It concerns those —— we love the best. (who, whom)
4. Did you say that the moon —— a planet? (is, was)
5. I shall tell you what —— and Harold did. (he, him)
6. If any one of you would like to correspond with an Australian schoolboy, I can give —— a name and address. (him, them)
7. When water or milk freezes, ——. (it expands, they expand)
8. Always give a person credit for what ——. (he does, they do)
9. If anyone has not read *Robinson Crusoe,* —— missed something. (he has, they have)
10. I like to go to the movies, especially when Will Rogers or Jackie Cooper —— in the picture. (are, is)
11. After we are inspected, the weekly dues —— collected. (are, is)
12. Wilbur —— know poison ivy when he sees it. (doesn't, don't)
13. Friday morning's program, which was on the parks of the United States, —— been shifted to Thursday morning. (has, have)
14. Never take anything that —— belong to you. (doesn't, don't)
15. If I —— you, I should take the commercial course. (was, were)

16. George leaned against the wall as if he —— too weak to stand up. (was, were)

17. John told Priscilla what —— in class the preceding day. (had happened, happened)

18. When did you discover that you —— your key? (had lost, lost)

19. Just before the bell rang, Jerry ——, "Let me see that book." (said, says)

20. When the man —— I thought was a burglar turned around, we found our burglar was my uncle. (who, whom)

Mastery Test 3B — Verbs and Pronouns in Complex Sentences

Select the correct or preferred word or expression and on your answer paper write it after the number of the sentence: (Right − Wrong = Score)

1. Wilbur is the same age as ——. (I, me)

2. Peter knew that the stranger could dance better than ——. (he, him)

3. The man —— we passed is my father. (who, whom)

4. —— do you think she is? (who, whom)

5. No one knows —— will be elected. (who, whom)

6. Such a person is not interested in health as long as —— healthy. (he is, they are)

7. When anyone was caught, —— severely punished. (he was, they were)

8. If anyone has a question, —— should ask it now. (he, they)

9. Did Miss Jenkins say that everyone is to use —— own paper? (his, their)

10. We would win more games if we —— heavier. (was, were)

11. —— your mother know where you are? (doesn't, don't)

12. Because cattle —— cheap in Texas, Father shipped the cows to Kansas. (was, were)

13. Shakespeare uses some words which —— not in use at present. (are, is)

14. Fred —— know whether he can go with me. (doesn't, don't)

15. If I —— in your place, I couldn't do any better. (was, were)

16. Does your brother wish he —— at home? (was, were)

17. Rumors drifted in that our army —— the battle. (had won, won)

18. Our parents thought we ——. (had been kidnaped, were kidnaped)

19. When the car stopped, the chauffeur —— at the engine. (looked, looks)

20. Yesterday we learned that steel rails —— during hot weather. (expand, expands)

Use of Comparative and Superlative

Which are right?

1. Ray can't figure out which of the twins he likes ——. (best, better)

When comparing two, most careful writers use the comparative. Hence *better* is the preferred word.

2. *Nature Magazine* attracts more attention in Dr. Allen's reception room than —— magazine he has ever had. (any, any other)

We should avoid comparing a thing with itself. With *any* the sentence says that *Nature Magazine* attracts more attention than any magazine including itself. *Any other* says what is meant.

3. She is the —— girl I have ever seen. (most beautiful, most beautifulest)

Double comparison (*most unkindest, more keener*) was correct when Shakespeare wrote, but has gone out of style. *Most beautiful* is correct.

Use the comparative when comparing two.

When the comparative is used for more than two, exclude from the group the object compared.

Avoid double comparison. Say *straighter*, not "more straighter"; *better*, not "more better."

Practice 9

Pick out the better word or expression in each sentence, and give a reason for the choice:

1. P. T. Barnum humbugged more people than —— man who ever lived. (any, any other)

2. The ride gives you a —— view of the Whirlpool, which is sixty acres in extent and two hundred feet deep. (unique, most unique)

3. I think this is the —— room in the house. (coziest, most coziest)

4. The side that has the —— runs wins. (more, most)

5. Try to make your writing ——. (livelier, more livelier)

6. The —— of the two sisters has auburn hair. (older, oldest)

7. He had the —— boys in the community. (most unruly, most unruliest)

8. London is larger than —— city in England. (any, any other)

9. Which is the —— of these two books for me to read? (best, better)

10. Texas is larger than —— state in the United States. (any, any other)

Confusion of Prepositions and Conjunctions

***Than, as,* and *unless* are conjunctions. *From, like,* and *without* may be used as prepositions, not as conjunctions. *Different from* is always correct.**

Which are correct?

1. Keep your audience in suspense —— a story writer does. (as, like)

A story writer does is a clause with *writer* as its subject and *does* as its verb. Hence the conjunction *as* introduces it. Subordinate conjunctions introduce subordinate clauses; prepositions introduce prepositional phrases.

2. Stenography examinations are different —— other examinations. (from, than)

Different from is right. *Examinations* is the object of the preposition *from.*

3. I will not go —— you go also. (unless, without)

The conjunction *unless* is needed to introduce the subordinate clause *unless you go also.*

Practice 10

In each sentence pick out the correct word or expression, and give a reason for your choice:

1. As So Big becomes older, he changes, —— most boys do, and wants to go his own way. (as, like)

2. I wish I could write —— Marion does. (as, like)

3. This school newspaper is much different —— the *South Side Times.* (from, than)

4. Margaret cannot come —— someone accompanies her. (unless, without)

5. This was entirely different —— Judge Pyncheon's usual manner of beating about the bush. (from, than)

6. When I threw my arms around the horse's neck, I looked —— greeting a long-lost, dearly-loved brother. (as if I were, like I was)

7. We watched Mother's face —— a cat watches a mouse. (as, like)

8. I felt —— I had done something wrong. (as if, like)

9. I won't go —— my parents go too. (unless, without)

10. *Hamlet* holds one spellbound to the end —— a spider web holds a fly. (as, like)

11. *The Covered Wagon* is an entirely different type of book —— *The Making of an American.* (from, than)

12. He spoke —— he didn't know what he was talking about. (like, as if)

Practice 11

In sentences of your own, use *like, as, from, than, without,* and *unless* correctly.

Mastery Test 4A — Grammar

Select the correct or preferred word or expression to fill each blank:

1, 2. She looks —— she —— tired. (as if, like) (was, were)

3. One of the —— spots in the world is the subway station at Forty-second Street and Broadway, at rush hour. (busiest, most busiest)

4, 5. As we were walking along, we —— to a little sparrow —— on the ground. (came, come) (laying, lying)

6, 7. He is one of those people who always —— to be different —— their associates. (wish, wishes) (from, than)

8. Near the windows —— always seated three men working at the presses. (are, is)

9, 10. Penelope told the wooers that she —— marry one of them as soon as she —— her web. (will, would) (finished, finishes)

11, 12, 13. This is just —— an eye or a hand —— to demand pay for —— services to the body. (as if, like) (was, were) (its, their)

14. I expected to —— you at the game. (see, have seen)

15. At the quarter mile post Bright Star was in the lead, but soon Moonbeam —— him. (passed, passes)

16. When Bill got tired, he —— down. (lay, laid)

17, 18. Was it —— —— you saw yesterday? (she, her) (who, whom)

19. —— do you think threw the snowball? (who, whom)

20. Everyone did —— best. (his, their)

21. When Rip Van Winkle awoke, he thought he —— only one night. (slept, had slept)

22. They asked me —— my master was. (who, whom)

23. One of the handkerchiefs that —— given me at Christmas time has an initial on it. (was, were)

24. When —— we start to the basketball game? (shall, will)

25. If it —— stayed warm a week longer, the daffodils would be blooming. (had, would have)

Mastery Test 4B — Grammar

Select the correct or preferred word or expression to fill each blank:

1. If she —— told an incident, her report would have been more entertaining. (had, would have)

2. The first important step in a person's life is taken when responsibilities are placed on —— shoulders. (his, their)

3. Pork is —— now than beef. (cheaper, more cheaper)

4. The door was opened by a pleasant young lady ——, I knew, must be Miss Ryan. (who, whom)

5. If anyone had come in, I should have heard ——. (him, them)

6. —— carefully concealed behind the rocks, the boys took turns in guarding the entrance to the cave. (laying, lying)

7. His daughter —— so sad before, and it hurt him to see her grieve. (had never been, was never)

8, 9. "If I —— the king," grumbled Kaji, "I should never ask my subjects to work —— they were slaves." (was, were) (as if, like)

10. Close at my heels trotted Bimbo, ——, I thought, was securely locked in the cellar at home. (who, whom)

11. By tomorrow morning we —— have our first glimpse of the Rockies. (shall, will)

12. He found Westbury very different —— the shabby towns surrounding it. (from, than)

13. Suddenly Clark shook himself free from the rest of the players and —— across the goal line. (plunged, plunges)

14. On the edge of the water —— a battered lifeboat. (laid, lay)

15. Crater Lake is one of those crystal clear lakes which —— like a mirror every cloud and shadow. (reflect, reflects)

16. No one had expected —— the house in such a dilapidated condition. (to find, to have found)

17, 18. "My aunts treat me —— I —— still a chubby boy in rompers," said Big Bill disgustedly. (as if, like) (was, were)

19. The best part of these wild animal stories —— that they are true. (are, is)

20, 21. At first Clive couldn't believe that it was really —— —— the class had elected president. (he, him) (who, whom)

22. One of Mother's best china plates —— broken last evening. (was, were)

23. Just then Peter stumbled into the cabin shouting to us that he —— a ghost. (had just seen, just saw)

24. If the bull —— us, our picnic would have been a huge success. (wouldn't have chased, hadn't chased)

25. All the guests insisted that they —— queer noises in the attic the night before. (had heard, heard)

Syntactical Redundance

Syntactical redundance — that is a hard name for a childish mistake. *Redundance* means *excess; syntactical* means *according to the rules of syntax.* Hence syntactical redundance is using two words to do the same grammatical job or using words that do no useful work in the sentence. Sometimes, for example, a pronoun and its antecedent are wrongly used as subject of the same verb.

(Right) The kings at that time usually wore crowns.
(Wrong) The kings at that time they usually wore crowns.

(Right) My father solved the problem for me.
(Wrong) My father he solved the problem for me.

They and *he* are omitted, because these words have no work to do in the sentences. *Kings* is the subject of *wore; father,* of *solved.*

A pronoun and its antecedent are not used as the subject of the same verb.

Occasionally a preposition is carelessly repeated, has no object, has no work to do in the sentence.

(Wrong) Antonio had no money with which to pay Shylock with.

This sentence should look about as queer to you as an automobile with a second engine behind the rear seat.

(Right) Antonio had no money with which to pay Shylock.

Often a preposition is needlessly inserted.

(Right) In the new building the principal will have an office about the size of our present library.

(Wrong) In the new building the principal will have an office of about the size of our present library.

Size is the object of the preposition *about.*

(Right) Clifford met a young man whose tastes and ambitions were like his own.

(Wrong) Clifford met with a young man whose tastes and ambitions were like his own.

Man is the object of the verb *met; with* is not needed.

(Right) An example of a story having a lesson is Galsworthy's "Quality."

(Wrong) An example of a story having a lesson is in Galsworthy's "Quality."

"*Quality*" is the predicate nominative of the verb *is; in* is not needed.

Cross out every unnecessary preposition or conjunction.

Practice 12

Correct the following sentences. Show that each word which you omit has no work to do in the sentence.

1. Jack one day he fractured his leg.
2. Where have you been at?

3. The trees they make the country gloomy on dark days.

4. Mr. Holmes told about some humorous anecdotes and jokes.

5. The number of classrooms in the new high school will be double over that in the old building.

6. The trustees, having worn themselves out in these quarrels, they had no energy left to make the necessary changes in the building.

7. In through the open window could be seen a boy of about eighteen years of age.

8. From whence did he come?

9. Susie she won't go.

10. He signed to the bond without reading it carefully.

11. We saw two rowboats approach towards us.

12. Leonard W. Wilson crashed to his death at Mitchell Field while he was trying out a gull-like plane on which he had labored years to perfect.

13. My friend to whom I gave the book to did not return it.

14. The words to which I refer to are those ending in *ing*.

15. Would you like to know with what kind of boys I associate with?

16. A hero is a person to whom we look up to.

17. The great American of whom I am going to write about is Theodore Roosevelt.

18. Sonny selected the faith in which he wanted to be baptized in.

19. Vary your sentences in the ways in which you have studied in class.

20. It was agreed upon that Shylock should have a pound of Antonio's flesh.

21. Mrs. Floyd is a woman of about fifty years of age.

22. The pace set by the leader was killing, but nevertheless Bob stayed with his opponent.

23. They gave chase to the bandits, but, however, they soon gave up hope of catching them.

24. The instructor said that if anyone hadn't finished his composition that he should have it ready on Monday.

25. It is quite natural that when he found an opportunity to defeat his rival that he should take advantage of it.

26. I am trying to find the vocation to which I am best suited for.

27. Mabel was an attractive high school girl of about sixteen years of age.

28. They were looking in the direction from which the cart was to come from.

29. Pirate treasure is a subject about which everyone dreams about at one time or another.

30. The plot is surrounded by a hedge of about four feet high.

Elliptical Sentences

We sometimes omit words which are important grammatically but which are not necessary to make our meaning clear. The sentence from which one or more such words have been omitted is elliptical.

Answers to Questions

Who is there? I [am here].

How long are you going to stay? [I am going to stay] About two weeks.

Whose book is this? [It is] Harry's [book].

Clauses Introduced by **Than** *or* **As**

Our baseball team made a better record this year than [it made] last year.

Jenkins is not so good a pitcher as White [is good].

Conjunctions and Relative Pronouns

I wish [that] I knew the answer.

Had they started [if they had started] an hour earlier, they would have escaped the heavy traffic in the city.

You are the boy [whom] I mean.

Subject, Verb, or Subject and Verb

When [he was] only fifty years old, he retired.

[It is] Twenty-three, to be exact.

[That is] All right, I accept your offer.

[You] Hurry home.

Why [do you] not try harder to form the right kind of friendships?

While [I was] spending a week in Montreal, I enjoyed the tobogganing.

Avoiding Repetition

1. I shall complete Roosevelt's *Letters to His Children* tonight if I can [complete it].

2. I shall not go to the play unless you wish to [go].

Practice 13

Insert in brackets the grammatically important words which have been omitted because they are not necessary to make the meaning clear:

1. How old is Arthur? Fourteen.
2. What are you doing? Nothing.
3. Who is there? I.
4. Borup's *A Tenderfoot with Peary* is a more entertaining book than Schurz's *Abraham Lincoln.*
5. Thank you.
6. If necessary, I shall come earlier.
7. Murphy plays right end; Howe, left end.
8. If possible, meet me at nine o'clock tomorrow morning.
9. A tiger is physically stronger than a lion.
10. "Come back, then, and let me know what he says," yelled Harvey. "I certainly will," called Earl.

Incorrect Omissions

Subjects, verbs, objects, prepositions, and conjunctions needed to make the meaning clear are sometimes omitted.

Subject

(Right) I hope to receive the suit before December 1.
(Wrong) Hoping to receive the suit before December 1.

There is no subject. *Hoping* is a participle, not a verb form that makes a statement. To express the idea in a correct sentence we need to insert a subject and use a form of the verb that makes a statement.

(Right) When George was only four years old, his father died.
(Wrong) When only four years old, George's father died.

The wrong sentence seems to say that the father died at the age of four.

Verb

(Complete) I never have understood, and never will understand the mechanism of a radio.

(Colloquial) I never have, and never will, understand the mechanism of a radio.

"I never have understand" is ungrammatical.

Object

(Right) The blind boy needs someone to educate him and care for him.

(Wrong) The blind boy needs someone to educate and care for him.

In the wrong sentence the same *him* is used as the object of the infinitive *to educate* and of the preposition *for*. A word may be the object of two verbs or of two prepositions, but not of one verb and one preposition.

Preposition

(Right) Carl graduated from (or was graduated from) Thomas Jefferson High School before entering Columbia University.

(Wrong) Carl graduated Thomas Jefferson High School before entering Columbia University.

Graduate in this sentence does not take an object; one does not "graduate a school."

Conjunction

(Right) My English mark is always as high as my French mark, or higher.

(Awkward) My English mark is always as high or higher than my French mark.

Practice 14

Supply the needed word or words. Give a reason for each change.

1. Jane says she has not and will not learn to play golf.
2. Each poem has a separate story to tell but are all linked together because of their relationship to King Arthur.

3. Elizabeth is as tall or taller than her mother.
4. Thanking you for the prompt shipment of the shoes.
5. I have never seen or spoken to him.
6. My brother graduated the University of Missouri last June.
7. When eight years old, my parents moved to Tulsa.
8. Did the boys and girls pity or make fun of the intoxicated man?
9. Is Chicago the chief railroad center of United States?
10. This is a contest which everyone may compete.
11. The newsboy has a pair of broad shoulders and quite muscular.
12. I hope that your college career will be as successful as your high school.
13. The speed of the new car is almost equal to an airplane.
14. The record of our football team is as good as or better than last year's team.
15. There are two kinds of people who always have and always will exist.
16. He will have to serve a three-year term in jail or a thousand-dollar fine.
17. Geometry is interesting to me and therefore grasp it readily.
18. The town which Mary Antin lived in Russia was a dreary place.

Unity

Unity means oneness. If there are two main ideas in a sentence, they must be related parts of a larger idea. A long sentence is unified if it keeps prominent one main idea.

(Right) I hope that you are in good health again and are able to enjoy the swimming, rowing, and climbing with your chums.

Because one who is not in good health can't climb mountains, row, and swim, the two ideas are closely related.

(Wrong) I hope that you are in good health again, and give my regards to your father and mother.

The two ideas don't fit together, are in no way connected.

(Right) We came down from Niagara by way of the Storm King and enjoyed especially the ride through the Catskill Mountains and along the Hudson River.

The two main statements are about the trip home.

(Wrong) We came down from Niagara by way of the Storm King, and I think New York is the most beautiful of the nine states I went through.

The two ideas are not parts of one larger idea.

Practice 15

Improve the following sentences. Either change a poor compound sentence into a unified complex or simple sentence or break it up into shorter unified sentences. Don't overwork *and*.

Example:

(Faulty) Journalism is a most interesting field, and work on the school paper is excellent practice.

(Better) Work on the school paper gives excellent practice for one desiring to enter that most interesting field, journalism.

1. I am sure that *Tom Sawyer* will keep you in fits of merriment all the way through, and please tell me whether you can meet me on Thursday afternoon for a game of handball.

2. Mrs. Floyd's English resembles that of an uneducated girl, and her face is drawn and wrinkled.

3. Dickens is one of the greatest English novelists, and he was born in 1812.

4. I hope you will not let this offer pass, and please write me as soon as you can.

5. The deer was a beautiful creature, and it was the first time that I had ever seen one except, of course, in the zoo.

6. I went to the window and looked out and saw Jimmy Watson in his Ford, and when he saw me he beckoned to me to come out, and then I put on my coat and hat and went out.

7. I nearly cried for joy when I read your letter, but as you do not know the way to my house, I shall give you the directions now.

8. Calvin Coolidge was born in Plymouth, Vermont, and his father kept the country store, and he became governor of Massachusetts and president of the United States.

9. A policeman's horse ran away, and when I saw it coming down the street I was so frightened I couldn't move, and the horse just barely missed trampling me down as it galloped past.

10. This hike was in the middle of November and it was very windy and cold, so on the way we stopped at the Rosedale Railroad Station to warm our hands and feet.

11. The car was going about fifty miles an hour and the driver stepped on his brakes when he saw me, but they did not stop the car in time and he crashed into my car and turned it completely over.

12. Everything was all right until the middle of the night and the fog horn started up and it was so noisy I couldn't sleep and I was wishing I were at home and not in a tent.

Misplaced Modifiers

Place modifiers near the words modified if clearness requires this arrangement.

(Right) Mr. Bradford switched on the lights in the library and read with a frown the message written on the scrap of paper.

(Wrong) Mr. Bradford switched on the lights in the library and read the message written on the scrap of paper with a frown.

The prepositional phrase *with a frown* modifies the verb *read.*

(Right) Half Dome attains a height of nearly five thousand feet.

(Wrong) Half Dome attains nearly the height of five thousand feet.

Nearly modifies *five thousand.*

(Right) The headlines tell very concisely what is in the article.

(Wrong) The headlines tell what is in the article very concisely.

Concisely modifies *tell.*

Practice 16

Improve the following sentences by placing modifiers close to the words modified. If you change the position of a word or phrase, tell what it modifies.

1. On Tuesday, November 19, our school orchestra held a Schubert Assembly in commemoration of Schubert's death in the auditorium.

2. Betty received an Airedale puppy named Teddy for her birthday.

3. I recommend nicotine as a spray for the aphids on rose bushes to the readers of the *Times.*

4. The Capitol is in Washington, District of Columbia, which is of white marble.

5. Every boy and girl can earn twenty cents however small or large.

6. On October 31, I purchased a white, porcelain-topped kitchen table containing one compartment at your store.

7. There is a floor lamp near the entrance to the dining room with a gilt stand and a gold shade with fringe of the same color.

8. That neighborhood is represented in Congress by Morton D. Hill, together with much adjacent territory.

9. Although she could not see the flowers around her, she knew that they were there by their odor.

10. He can now use the money formerly spent for drink for life insurance.

11. Many employees give service which they are not paid for willingly and cheerfully.

12. Hawkins said that his injured knee did not interfere with his playing to reporters at the game.

13. The picture shows a boy leaning over the fence looking at a pie, which is on the window sill, with envious eyes.

14. The competitors, of which I was one, for the championship cup ran around the locker room excitedly.

15. Frost tells how the character of the New England people has been developed by their hard toil on the stony farm-lands in a poem called "Birches."

16. I usually try all the experiments which we have in the physics laboratory at home on a smaller scale.

17. Farms are not dull as in years past because of the telephone, the radio, and the auto.

18. Mark telephoned his wife that he had sold the house from a corner drugstore.

Misplaced Correlative Conjunctions

(Right) Yellowstone is not only a national but also a natural park.
(Wrong) Not only is Yellowstone a national but also a natural park.

Not only . . . but also are correlative conjunctions connecting *national* and *natural* and should be placed just before the words connected.

Practice 17

Correct these sentences. What are the correlative conjunctions in each sentence? What words do they connect?

1. The course in social forms is both for boys and girls.
2. Rainy weather is not only distasteful to parents but also to children.
3. In this column not only books will be discussed but also authors.
4. He neither succeeded as a student nor as a salesman.
5. *Scholastic* is not only valuable to the pupil in English but also in history.

Correct Conjunctions

Being is a participle — never a conjunction or part of it.

(Right) *Because* the river was only a mile from home, we didn't take lunch with us on our fishing expedition.

(Wrong) Being that the river was only a mile from home, we didn't take lunch with us on our fishing expedition.

Avoid the use of _where_ for _that_.

(Right) Over the radio I heard this morning *that* a ship was on fire off Asbury Park.

(Wrong) Over the radio I heard this morning where a ship was on fire off Asbury Park.

Practice 18

Correct or improve the following sentences:

1. I read in the paper where a passenger plane was lost.
2. Being as one converses a great deal every day, the ability to speak well is important.
3. Being you go home for lunch, you don't have to rush for a table in the cafeteria.
4. Imagine my delight when I read where the medal had been awarded to you.
5. Being it was only nine o'clock, I knew that it was not my father ringing the bell.
6. Being I couldn't find anyone to play with, I began to read a mystery story.
7. Being that Gareth was a kitchen knave, Lynette scorned him.

8. I am not sure as I want to go.
9. Being as you are so young, you'd better not try it.
10. Being that filing does not require much thought, my mind sometimes wandered far from the office in which I was working.
11. Neither the college buildings or the grounds of the college are used for political meetings.
12. We got the boat at Forty-second Street and it was crowded, but we all got seats.
13. Being that it was our first trip through North Carolina, we had to stop several times to inquire the way.
14. The climax of the poem is when the Ancient Mariner blesses the water snakes.

Clearness

Do not use a pronoun if there can be doubt, even for a moment, about its antecedent. Rewrite the sentence.

Often a change to direct discourse makes the meaning clear.

(Right) Leon said to his father, "Where is my knife?"
(Right) Leon said to his father, "Where is your knife?"
(Wrong) Leon asked his father where his knife was.

Supply a noun if it is needed.

(Right) Rip found his dog when he reached his home, but the dog did not know him.
(Wrong) Rip found his dog when he reached his home, but he did not know him.

If there can be doubt about the antecedent of a relative pronoun, rebuild the sentence without a relative or with a relative clearly connected with its antecedent.

(Right) The two large windows and the two glass doors leading out to the enclosed porch let plenty of sunshine into the room.
(Wrong) In this room there are two large windows and two glass doors leading out to the enclosed porch, which lets plenty of sunshine into the room.

Practice 19

Improve these sentences. Give the antecedent of each pronoun used.

1. A dog failed to recognize his Montclair owner after the barber had removed his whiskers and bit him in the leg.
2. At last my cousin came running out, but he couldn't get very near the pony, for he was bucking and kicking so.
3. My train moved slowly out of Omsk, and I prayed that I might never see it again.
4. Daddy lost his job yesterday, but got it back again today at reduced wages, for which we are very thankful.
5. Mr. Thomas tells Ludlum that he is a coward and that he intends to make a man of him.
6. Just as the boy was going to shoot the pup that had fallen in with sheep dogs, he sat up on his hind legs and begged.
7. Henry told his little brother that he would help him with his algebra if he couldn't solve any of the problems.
8. These primitive cliff dwellers were very skillful in molding bowls and jars out of clay. Then they were baked, and the surface became so smooth and hard that it could not be scratched even with steel.
9. Iowa and Northern Illinois are in the corn belt. They are fed corn silage and hay in the winter.
10. Gareth begs to be chosen for the quest, and the king grants it.
11. He said to Howard that clean living, study, and exercise would prepare him for any profession.
12. Hemstead kicked off to our fifteen-yard line, and Brenner ran it back ten yards before he was tackled.
13. Gladys' mother died when she was a baby.
14. I like the game of basketball because it isn't easy to shoot it into the basket.
15. One day when riding Pete along a ravine, he suddenly ran away and nearly threw him off.
16. Shylock had been insulted by Antonio and his friends.
17. Dr. Livesey told the pirate that, if he didn't put up his knife that instant, he would have him hanged.
18. Jane's mother got her a tutor when she was eight years old.
19. A cat chased my canary after it escaped from its cage and almost caught it.

CAPITALIZATION

1. Capitalize the first word of a sentence, a quoted sentence, or a line of poetry.

Managing to smile, he said, "You simply couldn't do anything like that even if you wanted to."

You beat your pate, and fancy wit will come;
Knock as you please, there's nobody at home. — POPE

2. In the salutation of a letter capitalize the first word and all nouns; in the complimentary close capitalize the first word only.

My dear Sir:
Very truly yours,

3. Capitalize the pronoun *I* and the interjection *O*.

4. Capitalize the first word of each division of a topical outline.

5. Capitalize a word indicating an important division of a book or a series of books.

Act I, Vol. IV, Book II, Part VI, No. 7, Chapter VI

If the division is a minor one, do not use the capital.

scene 1, article 2, page 69, line 22, section 3, paragraph 5

PUNCTUATION

Period

1. The period is used at the end of declarative and imperative sentences.

His cheerful whistle could be heard all over the house.
Give me two tickets, please.

2. The period is used after abbreviations and initials.

D.C. P.M. (or p.m.) F.O.B. Mrs. L. A. Price

Do not use a period after *per cent* or after a Roman numeral in a sentence.

These honor students have a ninety per cent average.
The extravagance of Charles II led to the rebellion of 1649.

Comma

3. The comma is used to set off the name of the person addressed.

Does your class publish a newspaper, *Mildred?*
Matches, *David*, are dangerous playthings.

4. To set off an expression requires two commas unless the expression comes at the beginning or the end of the sentence.

The sky, *Alice noticed*, was growing steadily darker.
Early morning, *they agreed*, was the best time to hike.

5. As a rule, an appositive is set off by commas. Appositives preceded by *or* (sentence 2), and titles and degrees after a name (sentence 4) are set off. The comma is not used, however, to set off brief, commonly used, and very closely connected appositives (sentences 5 and 6).

1. Kit Carson, the famous *frontiersman*, was friendly with the Indians.
2. The stag, or male *deer*, is the protector of his family.
3. Red Arrow, *chief* of the Sioux, approached the stockade cautiously.
4. Arthur Lane, *M.D.*, was an army surgeon during the war.
5. My cousin *Eleanor* spent the year *1935* in a French school.
6. The chief wireless operator *himself* was unable to send a message to the steamer *Normandie*.

6. The comma is used to separate items in a series.

1. In the idol's eye was a *square*, *sparkling*, *blue* diamond.
2. The yacht was equipped *with a gas range*, *an electric refrigerator*, *electric lights*, and *a heating plant of its own*.

When a conjunction is used between the last two items only (see sentence 2), it is correct to place a comma before the conjunction or to omit the comma.

When conjunctions separate all the items, no comma is required unless it makes the sentence clearer.

The old manor house was *low* and *rambling* and *gloomy*.
Washington was *brave* and *wise* and *generous*.

In the word group *solid gold watch,* no comma is used, because the adjectives are not coördinate in thought. *Gold* modifies *watch,* but *solid* modifies *gold watch.* Likewise in *two little boys, little* modifies *boys,* but *two* modifies *little boys.*

7. In an address or date each item after the first is set off by commas.

The first battle of the World War was fought at Liége, *Belgium, August 4, 1914.*

8. An expression slipped into a sentence and loosely connected with the rest of the sentence is called parenthetical and is set off by commas.

Our basketball team, *in spite of handicaps,* won the game.
France, *however,* never completed the Panama Canal.

Usually *however, on the other hand, by the way, for instance,* and *to tell the truth* are set off. If these words or expressions modify, commas are not used.

Carstairs welcomed any task, *however* dangerous it might be.

The comma, as a rule, is not used to set off *also, perhaps, indeed, therefore, at least, nevertheless, likewise,* and other parenthetical expressions that do not require a pause in reading aloud.

Well, why, or *now* at the beginning of a conversational sentence is commonly set off; *etc.* is always set off.

Why, how did you get here?
Well, we have finally finished that job.
Why are 2, 4, 6, 8, *etc.,* called "even numbers"? (The abbreviation *etc.* is rarely used in good writing.)

9. The comma is used to set off contrasting expressions introduced by *not*.

All your work should be done neatly, *not hurriedly*.
Place the butter knife on the butter plate, *not on the dinner plate*.

10. Place a comma after *yes* or *no* at the beginning of a sentence.

Yes, the roads are too slippery for driving.
No, I don't like fishing.

11. Occasionally a comma is used to prevent misreading when no other rule justifies the use of punctuation.

Ever since, Carl has been careful to extinguish bonfires.
Two hours after, the British set fire to the White House.

12. The comma is used after the salutation of a friendly letter and the complimentary close of any letter.

Dear Ernest, Yours truly,

Quotation Marks

In print names of books and plays are usually italicized. In a typed or pen-written letter or composition they may be enclosed in quotation marks or underscored.

Semicolon

1. The semicolon is used to separate coördinate parts of a sentence when they have commas within themselves. The semicolon is in this case used as a strong comma.

In the past five years I have lived in the following places: Greensboro, North Carolina; Miami, Florida; Vicksburg, Mississippi; and Butte, Montana.

2. *Namely, for instance, for example, that is,* and *as,* when introducing enumerations and explanations, are pre-

ceded by the semicolon or the dash and followed by the comma.

A pronoun is a word used in place of a noun; as, *he, she, it.*

You had better reach Madison Square Garden before seven o'clock; that is, if you hope to get a seat.

Colon

1. Use the colon after the salutation of a business letter.

Dear Mr. Reed:

2. Use the colon to introduce a list of items or a long or formal quotation or statement.

There are three basic industries in the world: raising things, making things, and carrying things.

What do you think of the first score: Commercial, 32; Technical, 0?

Florida's future lies in three directions: in agriculture, in tourist and winter-home trade, and in industry.

After the election Leonard made this statement: "I was fairly beaten."

If such an introducing word or expression as *thus, this, these, as follows, the following,* or *these words* is used, the colon follows it.

These two questions are especially hotly debated: Who shall be in charge of the transocean air routes? What type of plane shall be used?

These are the three largest cities of California: Los Angeles, San Francisco, Oakland.

Note that the colon is not used in the following sentence:

The three largest cities in California are Los Angeles, San Francisco, and Oakland.

Interrogation Point

1. An interrogation point is used after a direct question.

What are you doing?

2. An interrogation point is not used after an indirect question.

He asked what I was doing.

3. The interrogation point is not used after a request courteously worded in interrogative form.

Will you please hand in the report before nine o'clock tomorrow morning.

Will you please send me your latest catalog.

Exclamation Point

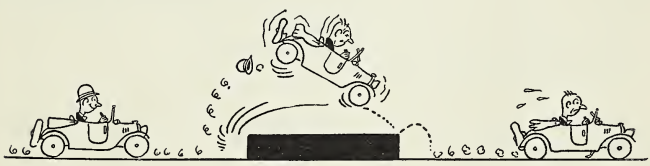
The exclamation point is used to mark an expression of strong or sudden feeling.

"Look at the time!" she exclaimed, staring at the clock.

"Alas! that won't do!" she protested.

"Oh, horror! Do you think so?" he whispered.

Notice the comma after the interjection *oh*. An interjection which is a real exclamation is followed by an exclamation point.



Dash

1. The dash is used to indicate an abrupt change in the thought or grammatical construction of a sentence.

I mean — you know what I mean.

Although Fred had never been in a dentist's chair before, he showed the courage of — well, think of our real heroes.

But the job of thinking is a real one — probably the hardest work there is to do.

2. Dashes may be used to make parenthetical, appositive, or explanatory matter stand out clearly. Dashes are less formal and more common than parentheses.

For a long time — and sometimes permanently — cities keep the spirit of their founders.

Few foods are in themselves sour — buttermilk is an exception — few are salt, and few are soapy or bitter.

In one direction is Pasadena — the most beautiful of all American suburbs — a district with perhaps 100,000 people.

He spent all his time playing — the worst thing anyone can do.

Parentheses

Parentheses are used to enclose some side remark that does not affect the structure of the sentence.

Cook the broilers in a hot oven until tender (about three-quarters of an hour), basting occasionally with the fat.

Apostrophe

The apostrophe is used (1) to denote possession, (2) to take the place of an omitted letter, and (3) to form the plural of letters, figures, and signs.

Harry's young brother is making *t's*, *&'s*, and *5's*.

He doesn't know you're here.

Review pages 188–191, 198–200, 205–207, 211–212, 215–217, 220–223.

Practice 20

Punctuate. Do not divide one good sentence into two sentences. Give a reason for each mark inserted.

1. Four of the members are England France Italy and Russia

2. Jack has the courage of a lion but what good is that without stamina

3. As individuals most of us are reasonably polite as a gang most people are carried away by the mob spirit

4. The sentence structure is varied therefore the article is not monotonous

5. Where have you been asked Janes mother

6. These lakes have been stocked with fish catfish bullheads bass perch crappies and lake trout

7. I am always dreaming dreams many of them have been forgotten

8. Three of the famous personages produced by Vermont are Calvin Coolidge Alfonso Taft and Stephen A Douglas

9. The curtain at the window showed a small tear carefully mended it was well laundered and hung in crisp straight folds

10. It will be wonderful said one of the boys if we can arrange for a return game

11. We Americans the millions of us for instance who use elevators every working day in New York City have become so accustomed to mechanical miracles that we take the modern elevator for granted

12. Galleghers rare ability at trailing down the hardest criminal made him useful in a newspaper office also his ability to pick up news made him valuable

13. When we reached the state road we met our next door neighbor who kindly offered to take us home

14. The beginning class is made up of girls who dont know how to swim

15. If possible read Shakespeares Hamlet which has been voted the greatest play ever written

16. Like the majority of suburban families we have a dog as a pet

17. Tom Sawyers friends seeing him working began to make fun of him

18. At the sound of footsteps in the passage without she sighed and moving lazily turned an expectant face to the open door behind her

19. Buck leading the pack came over the top of the hill and saw Spitz ahead of him

20. Glass was the originator of the line about motion picture magnates that has been going the rounds A motion picture magnate is a man who knows what he wants but doesnt know how to spell it

21. The words in the chorus of the song are vigorous for example *clash clang*

22. After the mob had entered it was more than a crowd the train started

23. No longer would he slave for two unappreciative beings he would assert himself

24. We walked outside of the camp limits and hired two army horses both of which were so docile that a child could have sat on either without the slightest fear

25. At last we reached a compromise she agreed to play for the first show and I for the second

26. Again and again he tried to start the car it refused to move

27. In this case the parents were not glad in fact they thought they were doing the kidnapers a special favor by taking the child again

28. Mother Shipton who was a thief starved to death so that the young girl might have food enough

29. The night before we had prepared for the picnic

30. Many pupils work Saturdays thereby adding enough money to the family income to permit them to continue going to school

Mastery Test 5A — Punctuation

Copy the following sentences, punctuate them, and insert needed apostrophes. Overpunctuation is just as bad as underpunctuation. Therefore if you either omit a needed mark or insert a mark that is not needed, the sentence is wrong. Do not divide one good sentence into two sentences.

1. Four of Mrs Wiggss children were Asia Africa Australia and Europena

2. Lemonade is acid and sweet at the same time a ripe banana is sweet and soapy at the same time

3. Its half past five said Alice and Grandma will think were all hopelessly lost

4. A band of monkeys I counted sixty swung from limb to limb along the roadside

5. The two men who kidnaped Red Chief expected to secure a ransom of thousands of dollars

6. Arthur who was a just and generous king said that the jewels which he found were for his people not for himself

7. Wee Willie had a very keen sense of honor which he showed in protecting the young officers fiancée

8. The spring play is drawing near in fact we plan to start rehearsals in two or three weeks

9. Do you know said Ralphs mother that bananas contain a large amount of starch

10. Up for example got Representative Weaver of North Carolina the kind of man that can make a jury weep

11. In 1846 the Stars and Stripes were hoisted above the town in 1849 a vast city of tents and shanties covered the sand dunes

12. What an adventure we would have if Mother would consent said Louise

13. He won the highest honor an American citizen can receive namely the presidency

14. Bustling rushing typing telephoning filing writing reports are the things I think of when I picture myself as a secretary

15. As it had been raining for two or three days the path was very slippery

16. On December 12 1935 I first met him in Palm Beach Florida

17. The boss is a wiry sort of individual tall skinny bony cross-eyed

18. When in the second half Holt fumbled the ball Harrigan who plays guard on the Washington High team fell on it

19. Bill hearing the noise crept close to find out what it was

20. Mary being a very inquisitive girl was eager to look inside of the garden but her mother wouldnt let her

Mastery Test 5B — Punctuation

Copy the following sentences, punctuate them, and insert needed apostrophes. Overpunctuation is just as bad as underpunctuation. Therefore if you either omit a needed mark or insert a mark that is not needed, the sentence is wrong. Do not divide one good sentence into two sentences.

1. The article is a short biography of Frank Gross who won the medal

2. When we reached the house where we were staying we were tired and hot

3. The bus rolled along smoothly until we came to a corner then it stopped with a jerk that threw everyone from his seat

4. When I got up luckily I was sleeping in my clothes I was roughly seized and led away for initiation

5. The microscope aids in the discovery of many germs that the naked eye can't see

6. The African deserts the savages their dress and their customs pass in vivid review before the readers eyes

7. One of Washingtons most valuable officers was Lafayette who gave up a brilliant career to help the Americans

8. Yes swimming and rowing have the same effect on the body that is they help to develop the arm and shoulder muscles

9. The League of Nations which is an organization for the promotion of world peace is composed of an Assembly a Council and a Secretariat

10. The *Spirit of St. Louis* Colonel Lindberghs famous plane made its first test flight in April 1927 from San Diego California to New York

11. The contest finally settled down to a race between Philips of Groton and Kahrs of Andover rivals from the beginning of their track careers

12. Jim turned and tried to retrace his steps but Silver and his crew were close at his heels

13. When she got off the train at Westerly a tall gentleman hurried up to her and asked her Arent you Alice Sievers

14. Every student should carefully choose a profession which is suited to his ability and temperament

15. Look behind you shouted Paul in warning

16. The Pilgrims were very impatient to land in fact some of them swam and waded ashore in their eagerness

17. Well George said Porgy heres the place for you to catch all the pike pickerel trout and bass youve been wanting to

18. The ship ploughing steadily through the water left a wake of creamy-crested waves

19. To prove his points a debater must refer to authorities therefore debating gives excellent practice in using the library

20. The two boys hearing a rustling in the bushes stole out and discovered a skunk not a deer

SECTION FOUR

BETTER SENTENCES

Varied sentences are pleasing; sentences of the same kind are tiresome. Both the length and the kind should be varied. Most pupils overuse the simple sentence beginning with the subject, and the compound sentence. This section shows six ways of applying grammar to the improvement of sentences and two other ways to make sentences more effective.

Practice 1

How much do you already know about varying sentences? Try your hand on the two following paragraphs. Improve them in every way you can.

1

The Hearthstone Club is going to have a Christmas Party on Thursday. We are going to have tiny sandwiches, cake, tea, and candy. There is going to be a grab bag. Each girl is to put into it an article not costing more than ten cents. The girls on the Entertainment Committee are going to entertain us by exercising their various talents. There will be, of course, dancing and games as usual.

2

I said I would go for the candy. I walked along the road humming to myself. I saw nothing but the shadows of the trees and fence posts. I turned around and saw someone following me. I held my breath and ran as fast as I could. I didn't stop running until I reached the candy store.

(1) Something Other than Adjectives before the Subject

Frequently place a word or words before the complete subject.

1. *Halfheartedly* they started down the hill. [Adverb.]

2. *At the summit* they stopped to enjoy the view. [Prepositional phrase.]

3. *As the chiming of bells ceased*, the master entered, and with a sharp rap for order began a lecture in Latin on the natural sciences. [Adverb clause.]

4. *Driving home through the summer evening*, Old Riley meditated on the weather and the landscape. [Participial phrase.]

5. *To correct a narrow chest and sloping shoulders* the back stroke is unequaled. [Infinitive phrase.]

6. *A happy boy was* Joseph. [Predicate nominative and verb.]

7. *How it came there* I did not know. [Noun clause used as the direct object of the verb.]

"Childish," "babyish," "immature," and "primer" are names sometimes given to English in which sentences always begin with the subject and the verb, especially if the sentences are compounded with *and* and *so*. Subject, verb, subject, verb, subject, verb, *and*, *so*, *and*, *so* — this sameness becomes very tiresome. To make your writing sound like that of an educated man or woman, get into the habit of sometimes putting before the subject an adverb, an adverb clause, an infinitive, a prepositional phrase, a predicate nominative, an object, a participle, or a verb.

Practice 2

Revise each of these sentences by placing a word or words before the complete subject. Then tell what grammatical element or elements you placed before the subject.

1. The ball sailed straight into Perry's arms.

2. I began to think that you had disappeared from the face of the earth, not having heard from you for so long.

3. The duck waddled behind him.

4. A five-and-ten-cent store string of beads and a $30,000 pearl necklace are all the same to William Craig, twenty-seven years old, a collector of 857 St. John's Place, Brooklyn.

5. I had worked in a small pet shop in the busy city sixty miles away during the summer vacations of my last three high school years.

6. A hippo rose for air with a snorting roar.

7. The arteries carry bright scarlet blood, which has taken up air in its passage through the lungs, to every part of the body.

8. The Lone Flyer, like Robinson Crusoe, survived because he left nothing to chance.

9. The slow apple wagons down in the valley move through the wood-smoke haze.

10. The birches were the most striking of all the storm-ridden trees.

11. A low round table of polished wood was in the middle of the room.

12. My grandmother had even then, in her seventy-fifth year, the grace and bearing of a queen.

13. The river is fully a half mile wide at the point where we stood.

14. They started off for the next town.

15. The cat ran up the tree with Towser after her.

16. We went forward slowly.

17. American producers have reaped a golden harvest in the short life of the motion-picture industry.

18. The tiny monoplane came out of the mist, from the far end of the runway, like a ghostly, dust-tossing bird.

19. Homespun mattresses stuffed with cattails were on the floor of the bedroom.

20. A gray windmill, washed by billows of golden grain, stood on the hill.

21. The road lay behind the windmill, and a row of low cottages ran along it like beads on a string.

22. They trudged slowly, almost painfully, along the trail up over the ridge separating their own little valley from that of their nearest neighbor.

Practice 3

With what grammatical element does each starred sentence in the following paragraphs begin?

Teaching an Elephant to Stand on His Head

* In teaching elephants to do various tricks and acts, the first and principal thing to accomplish is to make them understand clearly what you want and to associate that particular action with a certain command

or cue. * Once the big fellows grasp your meaning it is seldom that they will deliberately refuse to do what you wish them to. * In fact, the more intelligent ones seem to take a certain pride in doing their stunts. It will be readily seen, however, that it is a problem not entirely free from perplexities to discover ways to make an elephant understand what you are talking about when, for instance, you ask him to stand on his head.

My method of doing this was to stand him facing a high, strong brick wall with his front feet securely fastened to a couple of stakes driven in the ground. A heavy rope sling was put round his hindquarters and from this a rope was run up to and over a pulley high above him on the wall, then down through a snatch block near the ground and the end fastened to a harness on another elephant. * When all was ready I would take my place by him, strike him in the flank and say, "Stand on your head." * At the same time an assistant would start up the other elephant and draw the pupil's hindquarters up until he stood squarely on his head. The wall kept him from going over forward. * After a moment or two I would tell him to get down. The assistant would slack off on the rope and let him settle back onto his feet. * Then I would give him a carrot, or something of the kind. I did this two or three times every morning and afternoon and it was not long before it was possible to do away with the rigging. * At the word of command he would put his head down and throw his hindquarters into the air. * Of course, the longer he practiced the more easily and surely he did it.

— George Conklin, *The Ways of the Circus*

Practice 4

Write entertainingly on one of the following topics. In five or more sentences put something beside adjectives before the subject. Place a star (*) at the beginning of each of these sentences.

1. An animal story — elephant, cat, dog, squirrel, rabbit. 2. An experience in the zoo. 3. Kindness to animals. 4. Pets that I have had. 5. Boy saved by his dog. 6. How I taught my dog a trick. 7. The most intelligent animal I know. 8. Should dogs on the street be muzzled? 9. How a cat cares for her kittens. 10. How to care for a puppy, a rabbit, a horse, a cow, or another animal. 11. A hunting experience. 12. How to bathe a dog. 13. How to break a colt. 14. Traits, habits, and habitat

of the animal that I have observed most carefully. 15. A trick I played on the dog. 16. An animal I saw in the movies. 17. How my dog shows his feelings. 18. A dog story I have read.

(2) Complex Sentence

By writing complex sentences avoid overworking *and* and *so*. Boys and girls improve their English when they get rid of *and* and *so* joining clauses by substituting adjective or adverb clauses for some of the principal clauses.

(Grown-up) My father, who knows Boston well, took me over to State Street and showed me the scene of the Boston Massacre.

(Childish) My father knows Boston well, so he took me over to State Street and showed me the scene of the Boston Massacre.

Practice 5

By subordinating one of the ideas, change a compound sentence or two or three sentences into a complex sentence. Place the adverb clauses before the principal clauses they modify. Select a conjunction that shows exactly how the clauses of the sentence are related in thought.

1. During the Christmas rush mail is very slow, so we suggest that you order early.

2. The meeting was called to order by the president. She informed the girls that their contributions to the Thanksgiving basket were due.

3. The tallest peak is Mount Mansfield. It is 4,393 feet high. It can be reached by automobile over good, although steep, roads.

4. The northeast corner of Vermont is almost a wilderness. There are many bears and deer there.

5. One night last week I was weary from shopping all afternoon in the big stores, and I just happened to be in time to meet the subway rush.

6. Now large buses are used to transport people from one place to another and they get people to their destinations quickly and they are very comfortable.

7. There are many outstanding facts about California. Some of these I shall enumerate.

8. There is also a big stucco house. In this house are sold all sorts of souvenirs, soda, popcorn, and candy.

9. Silk was very expensive. It was imported from the East.

10. I hurriedly put my stockings on and my finger caught on a thread and made a hole.

11. Below the rapids the channel curves sharply to the left, and the violence of the current has hewn a circular basin out of the rock.

12. In midsummer the cotton plants blossom profusely, and a cotton field is a beautiful sight.

13. The ship was sinking fast and Humphrey leaped overboard and a life preserver was his only protection.

14. We visited Washington's monument, and it certainly is large and beautiful.

15. In the winter I can't swim or play baseball, so I skate and play basketball.

16. After a strenuous day in the woods I was tired, so I went to bed early.

17. I have sent a copy of the magazine to Miss Cordelia S. Allen. It no doubt has reached her by this time.

18. Montreal is one of the oldest cities in North America, and it is filled with historic landmarks of early days.

19. The United States ranks third among the great wool-growing nations, but it has never raised enough wool to meet its needs.

20. Mildred's father and mother were dead, so there was no one who really cared for her.

(3) Appositive

Use appositives to save words and improve the sentence structure. Unless you write better than the ordinary pupil in grades seven to twelve, you should use about twice as many appositives as you are in the habit of using.

(Grown-up) Horse mackerel is tuna — the tuna one buys in the can for salads.

(Childish) Horse mackerel is tuna. It is the tuna one buys in the can for salads.

Practice 6

In each of the following, combine the sentences by substituting an appositive for one of them:

1. The engineer was oiling the engine. He was a broad-shouldered man in blue overalls.

2. May I speak to Colonel Thorpe? He is the flying instructor.

3. The publication of Audubon's *Birds* cost $100,000. It is the most famous book on American birds.

4. Students at Eton wear tall hats, broad collars, and short jackets. Eton is a well-known English school.

5. Soon we arrived at the Bermudas. They are one of the world's prettiest groups of islands.

6. Jimmy greatly feared his grandfather. His grandfather was an old chief.

7. Hofer is the captain of our team. He won the toss.

8. Mr. Holmes talked about building up a world spirit of peace and good will. He is a delightfully entertaining speaker.

9. Since father's death Sidney has assumed the responsibility of supporting the family. He is my oldest brother.

10. The chief characters are Dick Hyde and Katherine van Loon. Hyde is a young English captain; Miss van Loon, a demure Dutch maiden.

11. Vermont is commonly known as the Green Mountain State. It is a northeastern state bordering on Canada.

12. In 1693 William and Mary College was established in Williamsburg, Virginia. It was the second college in America.

13. My tutor was a friend as well as director and critic of my work. He told me that there were a number of lectures offered by the university that term which it would be advisable for me to attend.

14. None of these men took off until he had inspected every part of his ship. He inspected his motor, instruments, and plane.

15. Boston is the chief trade center of New England. The city has a population of more than three quarters of a million.

(4) Compound Predicate

By building sentences with compound predicates, avoid the overuse of *and I, and we, and he, and she,* and *and they* compound sentences.

(Compound predicate) The stenographer finishes her work, dabs some powder on her nose, pulls her hat down over her eyes, and dashes out of the office.

(*And she* compound sentence) The stenographer finishes her work, then she dabs some powder on her nose, after this she pulls her hat down over her eyes, and then she dashes out of the office.

The compound predicate is terser and more forceful than the compound sentence with *she.*

Practice 7

Improve these sentences by making of each compound sentence a simple sentence with a compound predicate:

1. Seaports receive the raw material for the mills and factories; then they also ship away the manufactured goods.
2. Victoria, an African two-horned rhinoceros, is very docile, and she is very friendly towards her keeper, and she seems thoroughly to enjoy herself.
3. Dorothy will graduate from South Side High School in June, and then she will enter Vassar College in September.
4. Marceline ran away from the tailor to whom he had been apprenticed; then he crawled under a circus tent, and soon he fell asleep.
5. Syrian bears are often trained to dance, and they perform various tricks at command, and they usually lead very miserable lives at the hands of gypsies.
6. As a child Liszt showed positive genius in piano playing, and at eleven he started his career as a boy pianist.

(5) Participle

Most pupils can improve their style by using more participles. An average adult uses twice as many participles as a typical pupil in grades seven to twelve.

Notice that participles help us to express briefly and pleasingly what we have to say.

(Grown-up) The house, built half a century ago, stands far back from the street.

(Childish) The house stands far back from the street. It was built half a century ago.

Practice 8

Improve these sentences by substituting participles for some of the verbs in principal or subordinate clauses:

1. People go through Ausable Chasm in a large rowboat which holds about twenty-five people.
2. In the *Literary Digest* I saw a cartoon which was entitled "Getting Dizzy."
3. Hoben dropped back to his own fifty-yard line. Then he flung the leather far down the field.
4. In the cartoon the man is in an airplane which is labeled "Annual Expenses."
5. Pierre drove the stake into the ground; then he attempted to rise to his feet.
6. When thirteen years old, Jim was an errand boy. He earned his three dollars a week, but still delivered papers before reporting for work.
7. The Bank of England was established in 1694. It has been for years one of the great financial institutions of the world.
8. If Detroit is measured by the use of electricity, it has grown forty-fold in twenty years.
9. Galveston stands on an island with a deep sheltered harbor between it and the mainland. It is one of the most conveniently located seaports in America.
10. She stepped from her house, and then she looked first of all upward.
11. I struggled doggedly on and looked nowhere but straight ahead, and I noticed Adolph suddenly extend his hand to me.
12. Mr. Simmons returned to the room; then he sank into his rocking chair and sat very still.

Practice 9

Tell entertainingly an incident of a book you have read recently. Use four or more participles and underscore them.

Use also two or more appositives and draw two lines under them. Place 2 before every complex sentence and 1 before every sentence which has a word or words before the subject.

(6) Interrogative, Imperative, and Exclamatory Sentences

For variety use occasionally an interrogative, an imperative, or an exclamatory sentence.

Look at that snow-capped mountain glistening in the sunlight. What a dazzling sight it is! Where could you find a more fascinating view than this?

Example:

A Bicycle Ride

2 The most exciting bicycle ride I ever had was in Connecticut three years ago. 2 The wreck we called a bicycle added to the thrill of the ride. 24 It was an old, rusty tandem which had neither a chain nor a brake. 4 The tires of this ancient vehicle held hardly any air, and the spokes were either missing or bent. 13 On this contraption my friend Bill Simmons and I rode down the hill in front of our house.

14 Our getting on the bicycle and his pushing off I still remember. 1 With a creaking of wheels we started down the long descent. 15 Down a short hill we flew, gaining momentum at every turn of the wheels. 5 The ground leveled off for about ten feet — then we shot out into space like a ski-jumper, continuing our flight downward. 12 After this hill came a long stretch of level ground, where we slowed down considerably.

12 Just as I thought the ride would end, we reached the top of the third and last hill. 1 Once more we raced along around a bend at breakneck speed to thunder down the home stretch. 126 As we reached the foot of the hill, our front wheel hit a bump — crunch! 56 I felt myself flying through the air and — thud! 1245 After I regained my breath, I found Bill examining the bent and twisted remains of our once glorious tandem. 2 It was the last time we rode on it. — Pupil

Practice 10

About a ride, perhaps an unusual one, write a true story. Improve your sentences in the ways studied. Then before

a sentence place 1 if there is something except adjectives before the subject, 2 if it is complex, 3 if there is an appositive in it, 4 if it contains a series of words or phrases, 5 if there is a participle in it, 6 if it is interrogative, exclamatory, or imperative. The 12 before the first sentence of the last paragraph of "A Bicycle Ride" shows that the sentence has something except adjectives before the subject (1) and is complex (2).

Repetition

Avoid needless repetition of a word or phrase. Use synonyms or rebuild the sentences. Discover unnecessary repetitions by reading your compositions aloud. Prefer repetition, however, to labored and awkward avoidance of it.

(Right) I did not notice any faults in his book report other than those already mentioned.

(Faulty) I did not notice any other faults in his book report other than those already mentioned.

Do not repeat the idea in slightly different words.

(Right) George Washington is still respected, admired, and honored.

(Faulty) George Washington is still respected, admired, and honored at present.

Practice 11

Improve the following sentences:

1. Count Luckner is a very interesting person, and this book tells of his life in a very interesting way.

2. When one walks along the street, one is attracted by attractive windows.

3. I like *Cabbages and Kings* very much because it is very different from other books I have read.

4. There are several animals in the show which includes two bears, five monkeys, a baboon, four dogs, and several other animals.

5. Do not scatter your belongings, such as used papers, blotters, rubber bands, etc., about the room.

6. This game was the first game of the season for both teams.

7. Army won the game by the score of 86 to 7 in favor of Army.
8. The scoutmaster sent some of us out to get some wood.
9. I like outdoor skating a lot because when I am with a lot of fellows I have a lot of fun.
10. The sides will stand on opposite sides of the room.
11. This book, *Alaska Days with John Muir*, is a book about nature and people.
12. The description of the passenger pigeon is very interestingly described.
13. Sitting in the center of the hut sat the doctor.
14. Penrod is very mischievous and likes to get into a lot of mischief.
15. Ned Higgins is brought into the story in several parts of the story.
16. I corrected the error successfully.
17. One summer I was unable to go away for the summer vacation.
18. He referred back to a remark of the previous speaker, a poor widow woman.
19. According to my notion, I think it is a practicable plan.
20. His work was aimless, and he didn't have any purpose.
21. At the age of eighteen months old I went with my mother to England to visit my grandparents.
22. As the previous speaker before me pointed out, these facts are absolutely true.
23. In my opinion, I believe Robert Frost is one of the greatest American poets who is still living today.
24. That paragraph is extremely difficult and hard to understand.
25. Theodore Roosevelt wrote an autobiography of his life.

Wordiness

Strike out unnecessary words. Express each thought in the most compact way in which it can be expressed without loss of some of its meaning.

(Right) My subject is interesting.
(Wordy) My subject is an interesting one in which you all will be interested.

(Right) Only two weeks ago we played the deciding game against the Yellow Jackets.
(Wordy) It was only two weeks ago when we played the deciding game against the Yellow Jackets.

Practice 12

Improve these sentences by striking out unnecessary words:

1. The reason the *American Magazine* has so large a circulation is due to the fact that it appeals to all classes of people.
2. The ride was soon over, but nevertheless the thrill was still in their hearts.
3. I am going to say this speech to see if I can try to make more of you buy our school paper.
4. One's hobby may become a career if he comes into the position of losing his job.
5. Please send me the following books listed below that are selected from your recent catalog.
6. Last Saturday Margaret McNulty was chosen as the captain of the team.
7. Oral conversation should be given more attention in schools than it has now.
8. There is no sense at all in the sentence.
9. A large reward of one hundred dollars will be given to the finder of the diamond.
10. The high school is only one block away from the railroad station.
11. We still wonder whether the young lover was given to the fierce tiger or was he given to the beautiful lady?
12. Last summer a friend of mine and I decided to ride on our bicycles away out to the end of Long Island.
13. I am sure that if my little brother could write, he would tell you how much he enjoys himself with the toy engine.
14. We had to take off the tire, patch up the hole, and then replace it again.
15. Please send by C.O.D. the following articles.
16. I hope you will take heed from this warning.
17. Odysseus was wily and courageous and everything.
18. That comma is not the least bit necessary at all.
19. He never before in his life had handled a gun.
20. It was a long time that Beth was sick.
21. This is a tragedy which occurred in Sardinia in about 1758.
22. Robert ended up his comparison of *A Son of the Middle Border* and *The Making of an American* by saying that he considered the books to be both very interesting.

SECTION FIVE

MASTERING WORDS

Listing Useful Words

By solving crossword puzzles many people have expanded their vocabularies. Perhaps a better way to increase one's word hoard is by keeping one's eyes and ears open for interesting new words and then listing and using the words.

Examples:

Air — balmy, chilly, crisp, frosty, exhilarating, invigorating, refreshing, muggy, stimulating, bracing, sultry, foul, moist.

Book or story — quotable, romantic, odd, realistic, serious, humorous, instructive, dull, exciting, tedious, thrilling, sentimental, descriptive.

Practice 1

Prepare a list of words to describe or characterize each of the following:

boy or girl	crowd	ocean	street
automobile	day	river	teeth
brook	hair	room	tree
composition	horse	storm	house

Word Building

Noticing the derivation often helps one to understand a word and add it to his vocabulary. Behind many an English word there is a good story. The verb *tantalize*, for instance, is derived from the name of King Tantalus, who in the lower world was punished for his wickedness by being placed in water up to his chin. When he stooped to drink, the water receded. Boughs laden with fruit hung over his head but swung out of reach when he tried to seize them. Thus *tantalize* now means *tease*.

Because half the words in the dictionary are Latin derivatives, one needs to know at least the most common Latin prefixes and stems.

LATIN PREFIXES

PREFIX	MEANING	EXAMPLE	DEFINITION
a, ab	from	avert	turn from
ad	to, towards	attract	draw to
ante	before	antecedent	going before
bi	two	biped	a two-footed animal
circum	around	circumnavigate	sail around
contra	against	contradict	speak against
cum (*com, con, cor, co*)	together, with	convene	come together
de	from, down	depose	put down
dis (*di, dif*)	apart, from, not	dishonest	not honest
e, ex (*ec, ef*)	out, out of, from	select	choose from
extra	beyond	extraordinary	beyond ordinary
in (*il, im, ir*)	in, into, not	insane	not sane
inter	between	interstate	between states
non	not	nondelivery	not delivery
ob (*oc, of, op*)	against, in front of	object	to throw against
per	through, thoroughly	perfect	thoroughly made
post	after	postscript	written after
prae	before	precede	go before
pro	for, forward	pronoun	for a noun
re	back, again	reconsider	consider again
se	apart	secede	go apart
semi	half	semicircle	a half circle
sub (*suc, suf, sug, sum*)	under	subscribe	write under
super	above	supernatural	above nature
trans	across, beyond	transgress	step beyond

Some of the prefixes are not readily detected because of consonant changes. *Ad* becomes *a*(*agree*), *ac*(*accede*),

af(affix), ag(aggrieve), al(ally), an(annex), ap(append), ar(arrive), as(assent).

Practice 2

1. Explain the meaning of the following words:

biweekly	indirect	prepaid	semicircle
coeducation	inhuman	prewar	sublet
disqualify	noninterference	reaction	subtitle
extra-hazardous	postgraduate	rearrange	transcontinental

2. *Irreligious* is the opposite of *religious.* What is the opposite of *polite, direct, legal, perishable, rational, fallible?*

3. Write lists of words in which the following prefixes are used: *sub, super, con* (*cor, col, com, co*), *trans.*

Common Latin Verb Roots

VERB ROOT	MEANING	EXAMPLE	DEFINITION
ago, actum	do, act, drive	counteract	act against
capio, captum	take, seize, hold	captive	one taken
credo, creditum	believe	credible	believable
dico, dictum	say	predict	say before
duco, ductum	lead, draw	induce	draw in
facio, factum	make, do	proficient	making forward
fero, latum	bear, carry, bring	differ	bear apart
jacio, jectum	throw, cast	eject	cast out
loquor, locutus	speak	elocution	a speaking out
mitto, missum	send, cast	remit	send back
porto, portatum	carry, bear	import	carry into
scribo, scriptum	write	scribe	a writer
venio, ventum	come	convene	come together
verto, versum	turn	avert	turn aside

Suffixes Worth Knowing

able, ible (capable of being): portable, credible

ance, ence, ity, tude (act, quality, or state of): reliance, independence, inequality, rectitude

ant, ent, er, or, ian (one who or pertaining to): servant, president, waiter, navigator, custodian, librarian

ion, tion, ation, ment (action, state of, or result): opinion, direction, conversation, embarrassment
ish (like a): feverish, coltish, mulish, bookish
less (without): lifeless, hopeless, painless, worthless, stainless
ous, y (full of): precipitous, miscellaneous, bounteous, bushy, husky
ship (skill, state, quality, office): championship, guardianship, partnership, horsemanship, craftsmanship, friendship

Practice 3

From the preceding lists choose one prefix (except *in, sub, super, cum,* and *trans*), one stem, and one suffix. Write five or more words containing each of the chosen forms. Be ready to explain the meaning of each word and to use it in a sentence.

Practice 4

Show from its derivation how each of the following words has acquired its present meaning. When you don't find one part of a word like *manuscript* in the prefix and verb lists, look up the word in the dictionary.

Examples:

confer = *con* + *fero* = bring together
anticipate = *ante* + *capio* = take beforehand
capture = *captum* = seizing

1. Agent, actor, transact.
2. Accept, except, capable, deception, inception, precept.
3. Creditor, creditable, credential, creed.
4. Dictionary, dictator, edict, predict, benediction.
5. Aqueduct, educate, conduct, induce, deduct, reduce.
6. Factory, affect, effect, facsimile, imperfect.
7. Conference, fertile, prefer, refer, reference, differ, offer.
8. Inject, reject, dejection, project, conjecture, interjection.
9. Colloquial, soliloquy, loquacious, eloquent.
10. Missile, mission, dismiss, intermission, emit, remit.
11. Portable, porter, export, import, transport, deport.

12. Manuscript, postscript, describe, inscribe, subscribe, scribe, scribble, prescribe, script, superscription.
13. Prevent, convention, convene, event, invention, adventure.
14. Divert, avert, anniversary, controversy, reverse, transverse.

Practice 5

What other Latin stems do you know? What is the meaning of *duo, centum, manus, terra, magnus, civis, finis, gratus, similis,* and *bene?* Write the stems you know and a list of words derived from each.

Synonyms

The person who is word poor uses the same word again and again — perhaps a dozen *gets, thens,* or *nices* on a page. One who has a synonym ready can avoid this unpleasant repetition.

Some synonyms, like *hard* and *difficult,* have almost the same meaning; others, like *fewer* and *less,* differ widely in either meaning or use. *Fewer* refers to number; and *less,* to quantity, as in the sentence, "I have fewer books and less money than my brother."

Practice 6

Examine each group of synonyms. Do the words differ in meaning or in use? How?

1. Reputation, fame, notoriety.
2. Apparent, evident, doubtless.
3. Crowd, audience, spectators.
4. Approve, praise, flatter.
5. Job, vocation, profession.
6. Knowledge, wisdom, intelligence.
7. Lie, untruth, hypocrisy.
8. Brief, terse, pithy.
9. Excuse, apology, evasion.
10. Ignorant, uneducated, illiterate.

Practice 7

Write two or more synonyms of each of the following words. When necessary, consult the dictionary or a book of synonyms.

admit	fully	little	rich
aim	fun	mistake	sad
awkward	go	needful	say
bad	good	odd	see
big	happy	poor	show
brave	hard	pretty	useful
building	home	promise	walk
common	interesting	protect	want
dress	lasting	quarrelsome	work
fine	lazy	reply	workman

Antonyms

Antonyms are opposites: *good, bad; happy, sad; friend, enemy.*

Practice 8

What is the antonym of each of the following words?

accept	coldly	develop	heed
assemble	conceal	doubt	lazy
assets	congratulate	elated	liberal
cheerful	courageous	feeble	predecessor
clever	debit	gaily	prose
clumsy	deny	healthy	talkative

Homonyms

Homonyms are pronounced alike but spelled differently: *right, write; scene, seen.*

Practice 9

Use each of the following words in a good sentence of at least ten words:

1. aloud, allowed
2. by, buy
3. coarse, course
4. council, counsel
5. forth, fourth
6. its, it's
7. led, lead
8. new, knew
9. piece, peace
10. plain, plane
11. principal, principle
12. right, write
13. seen, scene
14. shone, shown
15. site, cite
16. stayed, staid
17. their, there
18. threw, through
19. to, too
20. ware, wear

Overworked Words

We need a Society for the Protection of Overworked Words. Some useful words have been worked so hard that they are worn threadbare and have little meaning left. Among them are: *awful, cute, fierce, fine, funny, gorgeous, get, grand, great, horrid, lovely, nice, pretty, quite, splendid, sure, sweet, swell, terrible, then, very, wonderful.* One book character, Alverna in Lewis's *Mantrap*, has only four adjectives, *cute, swell, dandy,* and *nice;* and some real people haven't a much longer list. To such people everything is a "thing" and all "things" are "grand," "swell," "awful," "nice," "terrible," "great," or "cute."

Practice 10

Complete each sentence by selecting the better word or expression:

1. The cover of this magazine is ——. (very nice, artistic)
2. The examination was ——. (exceedingly difficult, just fierce)
3. Marion has —— new dress. (an attractive, a nice)
4. Our neighbors are —— people. (very nice, charming)
5. We had a —— sail up the Hudson and enjoyed the —— scenery

while eating our —— lunch. (nice, pleasant) (fine, unusual) (delicious, awfully good)

6. We had a —— party. (delightful, grand)
7. Elizabeth's new hat is ——. (nice, becoming)
8. I remained under the tree —— time. (a long, quite some)
9. *A Tale of Two Cities* is —— book. (a lovely, an exciting)
10. For rescuing the boy John Binns —— a medal. (got, received)
11. By his —— explanations he helped the pupils to understand many difficult problems. (clear, splendid)
12. In the battle he —— in the foot. (was wounded, got a wound)

Practice 11

In the following passage add or substitute specific, fresh, accurate words for the overworked general expressions. Instead of saying, for example, "it is a fine day," "he is at my feet" and "butterflies" tell what was fine about the day, use a more vivid verb, and add a descriptive adjective.

It is a fine day at last, after days and days of perfectly horrid weather! Our big pet named "Tummy" is at my feet on this lovely lawn. He is awfully upset by the doings of two butterflies which are very near his nose. Now everything is all right again. The trees are beautiful against the sky; the insects can be heard; a nice breeze faintly moves the trees' topmost leaves; and, changing all to gold, the sun shines. It's grand to be alive, and young, on such a marvelous day, and to be some part of it all, isn't it?

Slang

Quintilian, a Roman, says that "the newest of old words and the oldest of new words are the best." Pope says,

> In words, as fashions, the same rule will hold,
> Alike fantastic, if too new or old,
> Be not the first by whom the new are tried,
> Nor yet the last to lay the old aside.

These statements are still sound. Be neither slangy nor old-fashioned.

Of course, one may occasionally use a lively, vivid, humorous, or useful slang expression like *up to you, get his*

goat, high-hat, put across, spill the beans, or *stand for* without being slangy. Young people, however, who make slang their everyday language seldom learn to speak and write English effectively. The reason is that ninety-nine per cent of slang passes away and less than one per cent lasts. Hence a person whose language is slang needs to learn a new language every few years and has little time or energy left for the mastery of English.

Specific Words

Specific, the opposite of *general,* means *definite* or *particular. Animal* is a general term including whales and mice. *Quadruped,* a more specific word, excludes whales, robins, and snakes. *Bear* is more specific than *quadruped;* and *black bear* and *Japanese black bear* are in turn more specific than *bear. Go* is a general word; *walk* is more specific; *saunter, totter, paddle, stalk, trudge, plod, promenade, march, hobble, stride, toddle, waddle, mince, strut,* and *stroll* are more specific than *walk.* Specific words are more picturesque and accurate than general ones.

General		Specific
fly	—	swoop, glide, float
food	—	chocolate ice cream, bacon and tomato sandwich toasted, broiled rib lamb chops
reptile	—	snapping turtle, copperhead snake, horned toad
say	—	yell, whisper, mumble

Practice 12

In the manner just shown write three specific words after each of the following words or expressions:

building	flower	ship	to fasten
color	insect	tree	to make
dessert	machine	vehicle	to make a sound
dog	music	to change	to take
fish	noise	to cook	to work

Practice 13

Which words in the following sentences are specific?

1. And I was going to sea myself — to sea in a schooner, with a piping boatswain, and pig-tailed singing seamen! — STEVENSON

2. Except on the crown, which was raggedly bald, he had stiff, black hair, standing jaggedly all over it, and growing down hill almost to his broad, blunt nose. — DICKENS

3. The big blue waves shouldered themselves up from the bosom of the sea, marched toward the beach, and tumbled to pieces in a roaring tumult of white and green. — JOSEPH C. LINCOLN

4. Troopers who have stood charge after charge while victory was possible will fly like sheep, and like sheep allow themselves to be butchered, when they have once turned the back. — WEYMAN

5. Strolling Negroes patrolled the sidewalks, thrumming mandolins and guitars, and others came and went, singing, making the night Venetian. — TARKINGTON

Practice 14

In the following sentences substitute specific details for the italicized general expressions:

1. For our *meal* we had *soup*, *meat*, *vegetables*, *potatoes*, *salad*, and *dessert*.
2. In the *building* are two *dogs*.
3. "My *clothing* was torn in a *number of places*," *said* the *boy*.
4. *One day some boys* and I *went* to a *lake*.
5. My *friend* read three *books* during *a vacation*.
6. The two *girls* and I *worked awhile* in the *room*.
7. My *friend* and I handed the *man some money* for the *flowers*.
8. The *animals made sounds* when the *man went* into the *building*.

Accurate Words

People who don't take pains to say precisely what they mean sometimes add to muddled stories or explanations, "Well, you know what I mean." How much better it is for us to say exactly what we mean than to assume that our hearers are mind readers! First, we should think out

clearly what we wish to say and then search out accurate words to express our ideas.

The misuse of words is due sometimes to ignorance and sometimes to hurry or carelessness. If in the revision of our written work we ask ourselves often, "Does that word mean exactly what I want to say?" we shall find and correct many errors in word choice.

Practice 15

Improve each sentence by substituting an accurate word for the italicized one. Make no other change in the sentence.

1. When did you *loose* your ring?
2. I believe this article *answers* these topics.
3. Before the Constitution was *made*, there was but one house in Congress.
4. An essay may *compose* description, explanation, narration, and a little argument.
5. I rode to New York on the Corona *elevator*.
6. There is a need of men and women who can discuss intelligently the great *factors* of the time.
7. Mr. Squeers was arrested for *robbing* the boys' money and clothing.
8. While Puck was *wondering* through the woods, he met a fairy.
9. People do not wish to live in a country in which they have no *say* in the government.
10. We must find out what steps are yet to be *done*.

First find out which words in the lesson you can't spell. Perhaps your teacher will test you before you begin to study. If he doesn't, have someone at home pronounce for you all the words in the lesson.

How to Learn to Spell a Word

1. Pronounce the word correctly. Say each syllable distinctly, and look at each syllable as you say it. Use both your voice and eyes.

2. Close your eyes and think how the word looks. See every letter. Use your mind's eye.

3. Look at the word to find whether your spelling is right. If it isn't, go through steps 1 and 2 again.

4. Use your hands. Without looking at your book write the word. Compare with the book.

5. With the word covered, write it again and check with the book.

6. In the same way write it a third time and compare.

7. If you misspell the word on any one of the three trials, copy it in your spelling notebook.

8. After studying all the words, write them as a parent, brother, sister, or friend pronounces them for you.

SECTION SIX

SPELLING

How to Learn to Spell

A good business house does not send out misspelled letters. Rarely does one find a misspelled word in a book, a magazine, or a first-class newspaper. To learn to spell correctly every word you write, you need to —

1. Master the following lists made up of common words commonly misspelled;
2. Keep a list of the words you misspell in compositions, letters, tests, and spelling exercises;
3. Break the habit of guessing at the spelling of words and form the habit of looking up a word in the dictionary unless you KNOW that your spelling is correct;
4. Search for spelling errors after writing the first draft of a letter or composition, and correct them. The list of words you misspell in your writing you will find surprisingly short — perhaps not more than twenty-five words long, probably not more than a hundred.

Practice 1

Copy from your notebook and hand to your teacher a list of the words you misspelled last term.

Ten Hardest Words

The ten words most frequently misspelled by high school students are:

too	together	committee	separate
its	their	therefore	pleasant
believe	principal		

Do you ALWAYS spell these words correctly in your writing?

Twenty Hard Words

night	meant	there	occurred
anything	grammar	until	acquaintance
anyone	received	benefit	possessive
everything	business	dependent	immediately
writing	necessary	independent	all right

Possessives

The possessive case of a noun always has an apostrophe; the possessive pronouns *its, hers, theirs, ours, yours* never have an apostrophe. How is the possessive singular formed? The possessive plural?

Most Frequently Used Possessive Singulars

baby's	father's	morning's	today's
boy's	grandma's	mother's	treasurer's
brother's	hour's	night's	uncle's
child's	lady's	one's	week's
company's	life's	papa's	wife's
country's	mamma's	people's	woman's
customer's	man's	president's	world's
day's	master's	secretary's	writer's
dealer's	moment's	sister's	year's
farmer's	month's	teacher's	yesterday's

Most Frequently Used Possessive Plurals

boys'	ladies'	teachers'	women's
children's	men's	weeks'	years'
days'			

Practice 2 (Dictation)

1. My home is an hour's walk from the children's playground.
2. The treasurer's report was read at yesterday's meeting.
3. Grandma's letter came in this morning's mail.

4. Browning and Lee have advertised a three days' sale of boys', men's, and women's clothing.
5. After a two weeks' vacation Grace is at work again in her father's office.
6. Our baby's picture will be in next week's *News*.
7. I have a catcher's glove and a first baseman's glove too.
8. Our principal believes that a dog is a man's best friend.
9. My sister's coat and a dress of my mother's were hanging together on the chair.
10. Is that grammar yours or hers?
11. Our girls' gymnasium is too small but is pleasant.

Practice 3

Write sentences containing at least five of the Ten Hardest Words, five of the Twenty Hard Words, ten possessive singulars, and three possessive plurals. You may use two or three of the words in one sentence.

Apostrophe for Omission

Contractions are used freely in friendly letters and the conversation in stories.

To make contractions don't add a letter, don't change the order of the letters, just put an apostrophe where a letter is left out.

are + not = aren't		we + are = we're	
does + not = doesn't		we + have = we've	
it + is = it's		you + are = you're	
I + am = I'm		is + not = isn't	
can + not = can't	[Two letters omitted.]		
you + will = you'll	[Two letters omitted.]		
you + have = you've	[Two letters omitted.]		
you + would = you'd	[Four letters omitted.]		
will + not = won't	[A peculiar contraction.]		
of + the + clock = o'clock			

Frequently Used Contractions

aren't	hasn't	mustn't	we've
can't	haven't	she's	won't
couldn't	I'll	shouldn't	wouldn't
didn't	I'm	that's	you'd
doesn't	isn't	there's	you'll
don't	it's	wasn't	you're
hadn't	I've	weren't	you've

Practice 4 (*Dictation*)

1. I'm not going into the dining room for breakfast.
2. I can't go until my homework is completed.
3. I don't think I'll change my seat.
4. I'm afraid the cakes won't last long.
5. I can't use that board; it's too thick.
6. To get there by four o'clock we'll have to start at two.
7. Doesn't the principal believe their explanation?
8. It's not too cold and not too warm.
9. That's the right answer, isn't it?
10. It's too late to catch the two o'clock train.

Practice 5

Write sentences containing twelve or more contractions. You may use two in one sentence.

Capitals

Always capitalize *Latin, English, French, German,* and *Spanish.* Do not capitalize *algebra, geometry, history, music, biology, civics, typewriting,* and *drawing.*

algebra	English	Indian	Jew
American	French	Italian	Latin
Christian	history		

el

angel	level	nickel	squirrel
bushel			

Three Past Tenses in *aid*

laid paid said

Other *ay* verbs are regular.

delayed played stayed

o

forty lose (verb) move prove whose

Lose* is a verb; *loose,* an adjective. "Lose" is pronounced *looz;* "loose," *loos.

Practice 6

Fill each blank with *loose* or *lose:*

1. If the steering gear becomes ——, you will —— control of the automobile.
2. When you —— an article, advertise in the Lost and Found column.
3. When a button becomes ——, sew it on before you —— it.
4. Every —— strut and screw is tightened before even a short flight.

ai

again captain Britain villain
against certain maintain mountain

oes and *os*

Frequently Used Plurals in ***oes***

heroes Negroes potatoes tomatoes
mosquitoes

Plurals in ***os***

autos radios solos sopranos
pianos

ei and *ie*

Put *i* before *e*
Except after *c*
Or when sounded like *a*,
As in *neighbor* and *weigh.*

Exceptions. Weird, foreigner, seize, neither, leisure, height. (The *weird foreigner seizes neither leisure* nor sport at its *height.*)

achieve	deceit	neither	relieve
belief	deceive	niece	seize
believe	foreigner	perceive	siege
cashier	freight	piece (of paper)	veil
ceiling	handkerchief	receipt	weigh
chief	leisure	receive	weird
conceive	mischievous	relief	wield

Practice 7

Supply *ei* or *ie* and give a reason for each choice: *br—f, f—nd, f—rce, fr—nd, gr—ve, misch—f, r—gn, sl—gh, y—ld, conc—t, v—n, w—ght, sh—ld, h—ght, ch—f, w—gh, gr—f, v—w.*

Compounds

Use the hyphen in compound numbers from twenty-one to ninety-nine and between the numerator and denominator of a fraction unless either part is written with a hyphen. Do not, however, hyphenate *one half* in "He gave me one half and kept the other half."

nine-tenths two-thirds forty-four sixtieths two forty-eighths

Hyphenate an adjective made up of two or more words if it precedes the noun modified: *so-called hero, two-year-old girl, his happy-go-lucky friend.* Do not join an adverb in *ly* to an adjective or a participle: *carefully built house.*

first-class (shop)	near-by (house)	two-family (house)
five-quart (bucket)	poverty-stricken (family)	up-to-date (clothes)
good-natured (boy)	six-cylinder (automobile)	year-old (car)

No simple rules will tell when to use the hyphen, when to write the words solid, and when to write them separate. Although the hyphen is often required, the tendency is to write words solid without it. Hence a useful rule is, "When in doubt, write solid." A better rule, however, is, "When in doubt, consult the dictionary."

Write solid these points of the compass: *northeast, southeast, northwest, southwest.*

Write solid the following compound pronouns: *oneself, himself, themselves, ourselves.*

Write solid words formed by combining *any*, *every*, *some*, and *no* with *body*, *thing*, and *where*: *anybody, nobody, everybody, somebody, anything, anywhere.*

Write these words solid — that is, without a hyphen or a space:

anyone	classroom	heretofore	semicolon
everyone	copyright	homework	something
someone	downstairs	indoors	sometimes
almost	everybody	landscape	southwest
already	everything	maybe	themselves
altogether	everywhere	nevertheless	therefore
always	football	northeast	throughout
baseball	forehead	oneself	typewritten
basketball	foremost	outdoors	upstairs
bookkeeper	foresee	schoolboy	without

Place a hyphen after the prefix *self*: *self-explanatory, self-respect, self-evident, self-addressed.*

A hyphen is used when the prefix is attached to a proper noun or an unusual word: *un-Christian, pro-British.*

ex-president un-American week-end good-bye *or* good-by

Write separate:

all right in spite of no one parcel post per cent

Homonyms

allowed (money for expenses)
ascent (of mountain)
berth (on boat)
borne (burdens)
capital (punishment)
Capitol (in Washington)
choir (in church)
coarse (cloth)
course (of ship)
colonel (in army)
lead (pencil)
led (the horse)
lessen (his duties)
metal (ball)
passed (a test)
past (year)
plain (people)
plane (surface)
principal (of school)
principle (of liberty)
rite (of baptism)
scene (of accident)
shown (my error)
site (of building)
stationary (engine)
stationery (for writing)
straight (line)
too (many)
waste (money)
whole (apple)

***Principle* is always a noun; *principal*, the word which contains *a*, is the adjective. *Principal* is occasionally a noun:** *the principal of our school, both principal and interest.*

Practice 8

Write the following sentences, filling the blanks with *principle* or *principal:*

1. The —— business street is Jamaica Avenue.
2. Mr. Hayes, our ——, delivered the —— address at the graduation exercises.
3. Franklin's guiding —— was, "Honesty is the best policy."
4. Who is the —— of your high school?

The principal parts of *lead* are *lead*, *led*, *led*.

Practice 9

Write the following sentences, filling the blanks with *lead* or *led:*

1. The climbers were —— to a little hut on the mountain side.
2. Does the shepherd —— his sheep down to the valley every night?
3. Yesterday the riders —— their horses across the creek.

***Too* is an adverb; it means *excessively* (*too tired*) or *also*. *To* is a preposition. *Two* is a number (2).**

Practice 10

Write the following sentences, filling the blanks with *too*, *to*, or *two:*

1. Are we —— late —— catch up with the —— men?
2. Only —— nights ago the ice was —— thin for skating.
3. Because Beth was —— busy —— go —— the play, she gave me her —— tickets.

Practice 11

Use each of the following words in a good sentence: *aloud, assent, birth, born, quire, kernel, lesson, right, write, seen, sight, too, two.*

Hard Spots

acknowledge	definite	magnificent	privilege
advice	descend	medal	pursue
advise	difference	minute	quarter
annual	discipline	mortgage	restaurant
arranged	doubt	muscle	salary
ascend	endeavor	necessity	sandwich
ascertain	engineer	nominative	schedule
assistant	excellent	occupy	sense
attempt	expense	occurrence	sentence
automobile	extension	opinion	similar
balance	gasoline	opponent	stenographer
beautiful	genius	opportunity	stretch
before	grateful	original	successful
bureau	guard	permanent	surprise
choosing	intention	physical	suspense
chosen	interfere	pneumonia	temporary
column	length	position	village
coming	lieutenant	possess	Wednesday
conjunction	magazine	possession	wonderful

Final *y*

Y preceded by a consonant becomes *i* before a suffix: *try, tries, tried; city, cities.*

Exceptions occur —

1. Before *ing* and *ish* to avoid double *i: flying, babyish.*

2. In proper names: *Henrys, Kellys.*

3. In derivatives of adjectives of one syllable: *shyness, drys, stand-bys, dryly.* (Notice, however, the forms *drier, driest.*)

Practice 12

1. Write the plural of these words: *country, city, copy, berry, century, library, courtesy, company, lily, fairy.*

2. When the singular ends in *y* preceded by a vowel, the plural is formed by adding *s* in the usual way. Write the plural of these nouns: *donkey, monkey, pulley, valley, turkey, trolley, kidney, volley.*

3. Change each adjective to a noun by adding *ness: busy, worldly, cozy, dry, shy, heavy, friendly, dreary.*

4. Write the third person singular of the present indicative and of the past indicative of each of these verbs (*cry, he cries, he cried*): *try, apply, defy, fry, marry, bury, satisfy, supply, deny, carry.*

accompanied	happiness	monkeys	satisfactorily
applies	hurrying	Murphys	satisfying
batteries	journeys	necessarily	specified
burglaries	kindliness	opportunities	spies
business	loneliness	prophecies	studying
chimneys	modifier	readily	supplies
cries	modifies	replies	tries
flies	modifying	replying	turkeys

Final *e*

Final silent *e* is usually dropped before a suffix beginning with a vowel and kept before a suffix beginning with a consonant. (This rule applies to more than two thousand words.)

hop*e*	+ ing	= hoping	[*Ing* begins with a vowel.]
us*e*	+ age	= usage	[*Age* begins with a vowel.]
imagin*e*	+ ary	= imaginary	[*Ary* begins with a vowel.]
approv*e*	+ al	= approval	[*Al* begins with a vowel.]
nine	+ teen	= nineteen	[*Teen* begins with a consonant.]
safe	+ ty	= safety	[*Ty* begins with a consonant.]

Adding ***ing***

amusing	advising	advertising	completing
arranging	arriving	becoming	acknowledging

Practice 13

Add *ing* to each of the words in the following list:

dine	write	move	oblige
shine	like	argue	encourage
use	take	receive	suppose
come	lose	pursue	produce
hope	owe	advise	continue
have	choose	enclose	separate

Words ending in *ie* drop the *e* and change the *i* to *y* before *ing* to avoid two successive *i*'s: *tie, tying; lie, lying; die, dying.*

Adding ***able***

desire + able = desirable love + able = lovable
move + able = movable

Practice 14

Form adjectives by adding *able* to these words: *like, use, believe, excuse, desire, move, value, imagine, admire, advise.*

Adding ***ful*** *and* ***ly***

No adjectives end in *full*.

use + ful = useful sincere + ly = sincerely
care + ful = careful mere + ly = merely

Practice 15

1. Form adjectives by adding *ful* to these nouns: *grace, shame, revenge, care, use, force, hope, peace.*

2. Add *ly* to each of these words: *severe, scarce, sincere, sure, bare, fine, like, immense, entire, extreme, fortunate, complete, accurate, immediate, lone, love, late, affectionate, absolute.*

Adding ***ment***

advance	+ ment	= advancement	encourage	+ ment	= encouragement
amuse	+ ment	= amusement	excite	+ ment	= excitement
arrange	+ ment	= arrangement	require	+ ment	= requirement

Twelve *exceptions* to the rule about final *e* are —

dying	duly	argument	ninth
lying	truly	judgment	mileage
tying	awful	wholly	canoeing

Practice 16

Write sentences for these words frequently misspelled by graduates of senior high schools. You may put two of the words in one sentence.

losing	scarcely	completely	desirable
tasting	likely	immediately	valuable
hoping	merely	truly	argument
coming	entirely	safety	amusement
using	extremely	ninety	achievement
pursuing	severely	useful	arrangement

Doubling Final Consonants

A monosyllable or a word accented on the last syllable, if it ends in one consonant preceded by one vowel, doubles the final consonant before a vowel suffix: *begin, beginning; bid, bidden; drop, dropped, dropping.* (This rule applies to over three thousand words.)

Exceptions. Words like *pref'erence* from *prefer'* and *ref'erence* from *refer'*, in which the accent is shifted to the first syllable.

Notice that this rule applies only if —

1. The primary word ends in one consonant;
2. The final consonant is preceded by one vowel; and
3. The primary word is a monosyllable or has the accent on the last syllable.

Practice 17

Form the present participle and the past tense of the twenty-five words in the following list beginning with *defer*, and explain in each case why the rule applies or does not apply:

Examples:

1. *admit, admitting, admitted* [The rule applies, because *admit* ends in one consonant *t*, preceded by one vowel *i*, and is accented on the last syllable.]
2. *plane, planing, planed* [The rule does not apply, because *plane* ends in a vowel.]
3. *plan, planning, planned* [The rule applies, because *plan* ends in one consonant *n*, preceded by one vowel *a*, and is a monosyllable.]
4. *help, helping, helped* [The rule does not apply, because *help* ends in two consonants.]
5. *line, lining, lined* [The rule does not apply, because *line* ends in a vowel.]
6. *enter, entering, entered* [The rule does not apply, because the accent in *enter* is not on the last syllable.]

defer, differ, limit, labor, open, trace, regret, admit, dine, din, hope, hop, shine, shin, fit, pain, bar, bare, beg, whip, wipe, permit, cancel, ship, credit

Practice 18

Be ready to spell the following words and to explain in each case why the rule does or does not apply:

allotted	controlled	occurring	referred
beginning	digging	offered	referring
benefited	dropped	omitted	remittance
biggest	equipped	omitting	running
committed	excellent	preferable	stopped
committee	interfering	preferred	stopping
committing	occurred	putting	swimming
compelled	occurrence	reference	transferred

Single Letters

amount	around	control	imitate
apartment	banana	George Eliot	pastime
apology	bus	imagine	welfare

Practice 19 (Dictation)

Study the spelling, capitalization, and punctuation of these sentences in preparation for writing them at your teacher's dictation:

1. Occasionally on the desert you see beautiful but purely imaginary scenes which disappear as you move toward them.
2. If you wish a permanent position as stenographer, apply at a women's employment bureau.
3. After he had shown us the magnificent view from the mountain, the colonel pointed out the scene of the battle.
4. Captains kept their ships on a straight course, and therefore no one ever stopped at the island.
5. No one can achieve success in the study of English without a knowledge of the principles of grammar; therefore school principals everywhere should start a campaign for more classroom drill in this subject.
6. Mr. Weiss's son says that the heroes in the rescue, a poor Indian and an Italian captain, saved fourteen people. If we are successful in finding these men, we shall not lose the opportunity of showing how grateful we are.
7. Captain Jones's basketball team has succeeded in winning the principal game of the schedule; and if they haven't become conceited, they can't, of course, lose the ninth game.
8. When my eleven-year-old brother received a large box of candy at boys' camp, he shared it with the boys in near-by cabins.

Miscellaneous

affairs	convenience	immense	recommendation
apologize	critical	impossible	representative
application	democracy	innocent	Roosevelt
appreciation	difficulties	insurance	sacrifice
articles	duplicate	literature	Santa Claus
bicycle	effective	loyalty	satisfactory
bouquet	eighth	material	suggestion
capacity	evidence	orchestra	sympathy
certificate	expect	patriotism	tennis
circumstance	gentlemen	prominent	thoroughly
conscience	hospital	quantity	various

Practice 20 (Dictation)

1. Engineers have endeavored to create an automobile which will run with safety on less gasoline.
2. Each of the monkeys tried to seize the biggest banana.
3. I advise you not to attempt to control ninety mischievous boys.
4. What sense is there in that sentence?
5. The lieutenant received a beautiful medal for his bravery during the siege.
6. Although we are very careful when we take little Bobby canoeing, his mother is always anxious about his safety.
7. We descended for a minute before choosing a definite landing place.
8. When the temperature in the village reached ninety on Wednesday, we begged to be allowed to go swimming.
9. The patriotism and loyalty of the colonies and the sympathy of the French made American democracy possible.
10. Many prominent people played in the annual tennis tournament.

Mastery Tests 6A and 6B

For Mastery Tests 6A and 6B your teacher will select words or sentences from this section.

SECTION SEVEN

ENUNCIATING AND PRONOUNCING

VOWEL ERRORS

ȧ and *ä*

To learn to produce *ȧ* and *ä* —

1. Imitate good speakers who use these sounds.
2. Everybody pronounces *ä* correctly when followed by *r;* as, *car, harvest, farm, harm.* Learn this sound and use it in the words listed below.
3. Think of *ȧ* and *ä* as farther back in the mouth than *ă.*
4. Think of *ȧ* as halfway between *ă* and *ä.*

Distinction Exercise

lank — last — lark	hand — command
dank — dance — dark	gratitude — grass
cant — can't — cart	rank — raft
bank — bask — bark	rash — rasp
man — mass — mar	manned — demand
tank — task — tar	mash — mast

Words

ȧ — ask, alas, after, advantage, answer, ant, basket, bath, last, gasp, grasp, task, cast, lass, glass, pass, France, fast, graft, grant, shaft, pastor, plasterer, advance, taskmaster, vast, raft, rafter, glance, brass, class, path, staff, command, draught, past, madras

ä — almond, alms, aunt, balm, calf, calm, daunt, half, laughter, launch, Nevada, promenade, salve, palm, psalm, wrath, ah, khaki

Sentences

1. Father asked that the grass be cut along the path at the back of the yard.

2. The class wondered whether the basket was filled with glass or brass.
3. The ant does not bask in the sunshine nor dance in the grass but attends busily to his tasks.

ū

The sound *ū* is frequently pronounced *o͞o* by educated and intelligent people. The preferred pronunciation is *y* + *o͞o* — *dyook*. For a lazy tongue *dook* is easier than *dyook*. The tongue has hard work when *d*, *t*, *l*, *n*, *s*, or *th* precedes *u*. Think of words with *u* as if they were written *dyooty*, *tyoob*, *dyook*, *syoot*, *tyoon*, and *Nyoo York*. After *r*, *l* preceded by a consonant, and usually after *j* and the sound of *sh*, the sound is *o͞o*: *bloo* (*blue*), *rool* (*rule*), *Joon* (*June*), *shoor* (*sure*).

Distinction Exercise

feud — food	tulips — two lips	news — noose
due — do	tutor — tooter	stew — stool
duly — Dooley	mute — moot	muse — moose
lute — loot	beauty — booty	duke — do

Words

Avenue, constitution, supreme, dude, duty, education, figure, inauguration, enthusiasm, Luke, lunatic, nuisance, institute, manufacture, stupid, suit, superiority, Tuesday, maturity, new, neuter, accurate, opportunity, picture — pitcher, numerical, tune, produce, revolution, salute, student, tumult, during, durable, posture, legislature, capture, induce, reduce, gratitude, fortitude, destitute, fortune, altitude, innumerable, introduce, literature, stupendous, substitute, superintendent

Sentences

1. The opportunity and duty of the duke was to institute education and manufacture in New York.
2. The wind blew the student from the zoo to the new institution on the avenue.
3. The beauty of June is appreciated only by one in tune with nature's moods.

a, aw, o, ow at the End of a Syllable or a Word

The error results from letting the point of the tongue glide to the front palate and produce an extra sound. To prevent this parasitic *r*, hold the tongue firm — that is, keep the tongue behind the lower teeth on the vowel sound. Use a mirror for this correction.

Distinction Exercise

awe — ore
caw — core
draw — drawer
law — lore
maw — more
paw — pore
pillow — pillar
raw — roar
sawing — soaring
comma — comer
saw I — sore eye — saw rye
papa — popper

Words

Drama, extra, idea, sofa, soda, straw, piano, pillow, hollow, innocent, composition, swallow, tomato, potato, tallow, umbrella, veranda, window, fellow, papa, mamma, Martha, China, America, Anna, California, Amanda, vanilla, sarsaparilla, Utica, awning, borrow, yellow, society, eloquent, introduce

Sentences

1. I saw the idea of the extra to warn against the awful drama, which violated the law.
2. Anna and Martha saw that drama in California.
3. On the veranda Amanda drank the vanilla soda and sarsaparilla.

o͞o

Do not substitute *o͝o* for *o͞o*.

Words

Room, soon, broom, spoon, roof, root, food, hoof, rural, rumor, coupon

o͝o

When *o͝o* occurs before *r*, *o͞o* is often incorrectly substituted.

Words

Borrow, foreign, forest, morals, quarrel, morrow, orator, origin, correct, torrid, orange, abhorrence, office

ĕ

1. *Again, against, said, saith, says,* and *any* have the *ĕ* sound. Do not pronounce the words as they are spelled.
2. Say *get* and *engines,* not "git" and "ingines."

Words

Again, against, America, any, berry, cleanly, engines, error, fellows, ferry, get, herring, kerosene, merry, peril, pleasure, said, very, terror, ten, pen, kettle, cent, meant, entire, egg, forget

oi* and *er

In New York City many pronounce *oi* and *er* practically alike and both incorrectly. Practice the correct sounds in *boy — bur, coy — cur, foy — fur, hoi — her.*

Distinction Exercise

boil — burly	hoist — Hearst	oil — earl
coil — curl	Hoyt — hurt	soil — surly
foist — first	join — journal	voice — verse

Words

Bird, burn, church, curve, dirty, earl, earth, eastern, germ, girl, hurdy-gurdy, hurt, learn, mercy, nerve, New Jersey, stern, term, third, thirst, thirty, toil, Turks, turn, verb, word, work, world, worst

Sentences

1. He threw the oil, not the earl, into the water.
2. O girls, come out on the curb and see the birds fly over the church.
3. The dirty boy with the big voice sold soiled *Worlds* and *Journals* in New Jersey.

ĭ

Captain, centralization, certain, city, diploma, directly, dish, divan, facilities, family, fertile, fish, genuine, give, hypocrisy, Italian, it is,

Latin, limit, liquid, mirror, motive, mountain, organization, Philip, Pilgrim, pretty, prominent, rapid, ridiculous, rinse, satin, since, spirit, victim, visit, will, wish, livelong, italic, intestine, civil, syrup, civilization, anti (prefix)

ă

Do not nasalize *ă* and do not substitute *ĕ* for it.

Words

Cat, can, man, catch, gather, had, hand, have, larynx, that, mat, am, barrel, bade, radish, rather, tassel

ô

Do not substitute *ŏ* for *ô*.

Words

Caught — cot, daughter — dot, haughty — hot, sought — sot, taught — tot, wrought — rot, authority, balsam, because, caucus, Chicago, gaudy, laudable, laudanum, water, audience, saucy, for, faucet

ā — alma mater, always, apparatus, aye (*always*), barbarian, data, gratis, ignoramus, nape, Sunday, radiator, ultimatum, various, aviation, maybe

ō — tomorrow, widow, window, won't, yellow, glory, historian, hollow

ŭ — just, such, umpire, up, doth

ou (ow)

Cow is sometimes incorrectly pronounced *căo͞o* instead of *cäo͞o; now*, *năo͞o* instead of *näo͞o*. Open the mouth for the sound *ä*.

Words

Down, round, noun, how, count, shout, pound, gown, hound, found, mound, sound, bound, drown, town, crown

Sentences

1. I found the town surrounded by mountains.
2. Round and round rolls the sound.
3. *Ounce, mound, pound, discount, sound, cloud, ground, doubt,* and *fountain* may be used as nouns.

Running Words Together

Slurring is a common speech fault. The lazy tongue both runs words together and drops sounds. The careful speaker makes each word easily intelligible and cuts the words apart.

Practice List

At all; but all; had to; got to; give him; at him; at them; by him; caught him; on him; put him; better than; more than; could you; did you; don't know; would you; give me that; let me; heard her; I can see them; just show them; want to; is he; would have done it; offered up; cold ground; but always; did you ever; let's go; couple of fellows. What did you say? Would you take them? Can't you go?

Pronunciation Practice and Matches

VOWELS

accurate
advance
after
alumnae
alumni
always
answer
asked
audience
aunt (10)
avenue
aviator
aye (*yes*)
aye (*always*)
bade
barrel
bath
because
berry
borrow (20)
calf
can
catch
civil
class
coffee
command
coupon
creek
dance (30)
daughter
describe
draught
drought
duke
duty
error
fast
fellows
figure (40)
floor
for
foreign
forest
forget
fortune
four
gather
get
gladness (50)
glance
glory
grant
grass
half
hoarse
just
khaki
laugh
maybe (60)
merry
morals
nape
neuter
new
office
opportunity
oral
past
psalm (70)
radish
rather
rinse
said
salute
salve
saucy
says
shaft
since (80)
sleek
sought
spirit
staff
student
subject
such
suit

Vowels (*Continued*)

syrup	tube	umpire	wish
tassel (90)	Tuesday	very	yes
taught	tune	water	you (100)

Vowels and Consonants

abusive	during	italic	pretty
advantage	faucet	kindness	provide
alien	ferry	langsyne	radiator
altitude	finis	larynx	reciprocity
anti (prefix)	formerly (30)	laudable	revolution (80)
apparatus	gaudy	literature	ridiculous
archangel	genuine	livelong	stupendous
at all	goodness	longevity	substitute
authority	graft	long-lived	suite
aversion (10)	granary	ludicrous (60)	superintendent
aviation	grenade	madras	superiority
basket	grimy	manufacture	taskmaster
biography	handkerchief	maturity	tranquil
caucus	haughty	mesmerism	tremendous
cello	historian (40)	multiplication	ultimatum (90)
civilization	hospital	nothing	vanquish
constitution	hundred	nuisance	various
despair	hypocrisy	opportunity	version
dessert	hypotenuse	parliament	vicar
destruction (20)	ignoramus	pathos (70)	victim
directly	innumerable	penalize	what
discern	institute	peony	whining
discretion	intestine	perspiration	whit
dispersion	introduce	picture	wrought
diversion	iron (50)	presentation	zoölogy (100)

Sound or Syllable Added or Omitted

across	athletics	column	district
acts	attacked	comparatively	don't you (20)
arctic	authoritatively	considerable	drowned
arithmetic	cartridge (10)	crept	eighths
asparagus	chasm	cruel	eleventh
athlete	children	distinctly	elm

SOUND OR SYLLABLE ADDED OR OMITTED (*Continued*)

enthusiasm
exactly
examination
expect
facts
film (30)
gentlemen
geography
geometry
government
governor
grievous
helm
huge
jewel
kept (40)
laboratory
Latin
lightning
lists
mints
next
nominative
often
overalls
overwhelm (50)
participle
particular
perhaps
poem
poet
poetry
policeman
political
prairie
prints (60)
pumpkin
really
realm
recognize
rejects
reservoir
sarsaparilla
satin
shiftless
slept (70)
soften
spasm
surprised
tempts
texts
told
tract
twelfths
used to
vaudeville (80)

APPENDIX

LESS IMPORTANT CASE USES

Some of the constructions reserved for the appendix are rare. Although others like the adverbial objective and the predicate objective (or adjunct accusative) are common, a knowledge of them does not help a person to correct his sentences, build better sentences, punctuate, or understand what he reads.

Nominative

The **nominative of exclamation** is a substantive used to show special emotion.

O the *scoundrel!*

Objective

1. Verbs of asking take two direct objects, the name of the person and the name of the thing (called the **secondary object**).

The teacher asked Gilbert a hard *question.*

2. A verb which takes an indirect or secondary object in the active voice may in the passive voice retain a direct object (called the **retained object**).

I was given a *dollar.*
Gilbert was asked a hard *question.*

3. A verb regularly intransitive may take a **cognate object,** an objective similar in meaning to the verb.

He ran a *race.*

4. The **predicate objective** (or adjunct accusative) completes the verb and refers to the direct object.

We elected Willard *secretary*. (Inserting *to be* before the predicate objective does not change the sense.)
This remarkable coffee has made sleepless nights a *thing* of the past.
They called him *lazy*.
We painted the house *white*.

In the last two examples adjectives complete the verbs and refer to the direct objects.

5. The **adverbial objective** is a noun used like an adverb.

The river is a *mile* wide.
The stage level is one *floor* below that of the street.
He is fifteen *years* old.
Three *times* he tried and failed.
Forty *years* ago every lady owned an autograph album.

6. After verbs of *making, telling, letting, wishing, expecting, thinking, knowing, commanding, believing,* and the like, the **infinitive** has a **subject.**

I told *him* to think the proposition over.
We believed *him* to be qualified for the position.
Father let *me* go to the baseball game.

7. The **predicate of an infinitive** is used after a linking verb to refer to the subject of the infinitive.

We believed it to be *him*.

Because the subject of the infinitive, *it,* is in the objective case, the predicate *him* is also in the objective case. The verb *to be* always has the same case after it as before it.

PRINCIPAL PARTS OF VERBS

Present Tense	*Past Tense*	*Past Participle*
arise	arose	arisen
attack	attacked	attacked
awake	awoke, awaked	awaked, awoke

Present Tense	*Past Tense*	*Past Participle*
be	was	been
bear (*carry*)	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid (*command*)	bade, bid	bidden, bid
bid (*offer*)	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
burst	burst	burst
buy	bought	bought
choose	chose	chosen
climb	climbed	climbed
cling	clung	clung
come	came	come
cost	cost	cost
dive	dived	dived
do	did	done
drag	dragged	dragged
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned
eat	ate	eaten
fall	fell	fallen
flow	flowed	flowed
fly	flew	flown
forget	forgot	forgotten, forgot
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hang (*on gallows*)	hanged	hanged

Present Tense	*Past Tense*	*Past Participle*
hide	hid	hidden, hid
hit	hit	hit
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie (*recline*)	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
pay	paid	paid
put	put	put
quit	quitted, quit	quitted, quit
read	read	read
rid	rid, ridded	rid, ridded
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
show	showed	shown, showed
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sow	sowed	sowed, sown
speak	spoke	spoken
spit	spat, spit	spat, spit
spring	sprang	sprung
steal	stole	stolen
stride	strode	stridden
strike	struck	struck
strive	strove	striven

Present Tense	*Past Tense*	*Past Participle*
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
wake	woke, waked	woke, waked
wear	wore	worn
wish	wished	wished
wring	wrung	wrung
write	wrote	written

In a few cases another form is an accepted colloquialism; as, *dove* as the past tense of *dive* and *bit* as the past participle of *bite*. *Sung*, *sunk*, *shrunk*, and *sprung* are rarely used in the past tense.

CONJUGATION OF *TO BE*

Principal Parts

Present: am *Past:* was *Past Participle:* been

Indicative Mood

Present Tense

Singular	Plural
1. I am	we are
2. you are	you are
3. he is	they are

Past Tense

1. I was	we were
2. you were	you were
3. he was	they were

Future Tense

1. I shall be	we shall be
2. you will be	you will be
3. he will be	they will be

Present Perfect Tense

Singular	Plural
1. I have been	we have been
2. you have been	you have been
3. he has been	they have been

Past Perfect Tense

1. I had been	we had been
2. you had been	you had been
3. he had been	they had been

Future Perfect Tense

1. I shall have been	we shall have been
2. you will have been	you will have been
3. he will have been	they will have been

Subjunctive Mood

(Notice that throughout each tense of the subjunctive the verb form is the same.)

Present Tense

Singular	Plural
if I, you, he be	if we, you, they be

Past Tense

if I, you, he were	if we, you, they were

Present Perfect Tense

if I, you, he have been	if we, you, they have been

Past Perfect Tense

if I, you, he had been	if we, you, they had been

Imperative Mood

Present Tense

Singular	Plural
2. be	be

INFINITIVES

Present to be
Past to have been

PARTICIPLES AND GERUNDS

Present being
Past having been

CONJUGATION OF *TO SEE*

PRINCIPAL PARTS

Present: see *Past:* saw *Past Participle:* seen

	Active Voice		*Passive Voice*	
	INDICATIVE MOOD			
	Present Tense			
	SINGULAR	PLURAL	SINGULAR	PLURAL
1.	I see	we see	I am seen	we are seen
2.	you see	you see	you are seen	you are seen
3.	he sees	they see	he is seen	they are seen
	Past Tense			
1.	I saw	we saw	I was seen	we were seen
2.	you saw	you saw	you were seen	you were seen
3.	he saw	they saw	he was seen	they were seen
	Future Tense			
1.	I shall see	we shall see	I shall be seen	we shall be seen
2.	you will see	you will see	you will be seen	you will be seen
3.	he will see	they will see	he will be seen	they will be seen
	Present Perfect Tense			
1.	I have seen	we have seen	I have been seen	we have been seen
2.	you have seen	you have seen	you have been seen	you have been seen
3.	he has seen	they have seen	he has been seen	they have been seen

Past Perfect Tense

1.	I had seen	we had seen	I had been seen	we had been seen
2.	you had seen	you had seen	you had been seen	you had been seen
3.	he had seen	they had seen	he had been seen	they had been seen

Future Perfect Tense

1.	I shall have seen	we shall have seen	I shall have been seen	we shall have been seen
2.	you will have seen	you will have seen	you will have been seen	you will have been seen
3.	he will have seen	they will have seen	he will have been seen	they will have been seen

Subjunctive Mood

Present Tense

Singular	Plural
if I, you, he see	if I, you, he be seen
if we, you, they see	if we, you, they be seen

Past Tense

if I, you, he saw	if I, you, he were seen
if we, you, they saw	if we, you, they were seen

Present Perfect Tense

if I, you, he have seen	if I, you, he have been seen
if we, you, they have seen	if we, you, they have been seen

Past Perfect Tense

if I, you, he had seen	if I, you, he had been seen
if we, you, they had seen	if we, you, they had been seen

Imperative Mood

Present Tense

2.	see	be seen

Infinitives

Present	to see	to be seen
Past	to have seen	to have been seen

Participles

Present	seeing	being seen
Past	having seen	seen, having been seen

Gerunds

Present	seeing	being seen
Past	having seen	having been seen

SYNOPSIS IN THIRD PERSON SINGULAR OF *TO CALL*

Principal Parts

Present: call *Past:* called *Past Participle:* called

Indicative Mood

	Active	Passive
Present	he calls	he is called
Past	he called	he was called
Future	he will call	he will be called
Present perfect	he has called	he has been called
Past perfect	he had called	he had been called
Future perfect	he will have called	he will have been called

Subjunctive Mood

	Active	Passive
Present	if he call	if he be called
Past	if he called	if he were called
Present perfect	if he have called	if he have been called
Past perfect	if he had called	if he had been called

Imperative Mood

	Active	Passive
Present tense, second person	call	be called

Infinitives

	Active	Passive
Present	to call	to be called
Past	to have called	to have been called

Participles

Present	calling	being called
Past	having called	called, having been called

Gerunds

Present	calling	being called
Past	having called	having been called

INDEX

Abbreviations, 25, 43, 54, 60, 254
Absolute construction, 190, 191
Acceptance, letters of, 27–30
Accident, reporting an, 68–70
Accurate words, 287, 288
Accusative case. See *Objective case*
Action, description of, 85
Active voice, 317–319
Address, change of, 71
Address, punctuation of, 25, 54, 55
Address of letter, inside, 54, 55; envelope, 26, 56, 57
Addresses and dates, punctuation of, 54, 55, 256
Addressing the chair, clubs, 90
Adjective clause, 200–208, 214, 215; relative pronoun in, 201–205; punctuation of, 205–207; using, 207, 208
Adjectives, of two or more words, 295; picture-making, 76
Adjustment letter, 64–66
Adverb clause, 208–215; how to recognize, 209, 210; punctuation of, 211, 212; using, 212, 213
Adverbial objective, 314
Adverbs, picture-making, 76
Agreement, of verb with subject, 228–230; of pronoun with antecedent, 227, 228; of predicate nominative with subject, 226, 227
Amazing Summerland, An, 135
Analogy, 124, 125
Anapest, 169
And, 195, 198, 199; overuse of, 269, 270, 272
Anecdote, 109, 110
Announcement, 116
Antecedent of pronoun, 201, 252, 253
Antonyms, 158, 283
Apology, letter of, 31, 32
Apostrophe, 260, 292, 293
Appositive, 270, 271; punctuation of, 55, 255
Arrangement, in reports, 39; in description, 81
As, 211
Asking for information, 3–5, 66–68
Asking questions, in interviews, 3
Attribute. See *Predicate nominative*
Audience, 107, 131
Autumn, 177

Ballad, 171–173
Be, conjugation of, 317–319
Beebe, William, 47
Beginning. See *Introduction*
Better sentences, something other than adjectives before the subject, 265–269; complex sentences, 269, 270; appositives, 270, 271; compound predicate, 272; participles, 272–274; interrogative, imperative, and exclamatory sentences, 274, 275; avoiding needless repetition, 275, 276; avoiding wordiness, 276, 277
Bibliography, how to make a, 40–42
Bicycle Ride, A, 274
Block form, 54–56
Body of letter, 27, 58–60
Book jacket, 48, 49
Book review, 45, 46
Books, care of, 156
"Bread-and-butter" letter, 30, 31
Breathing, 105
Bridges, 18, 19
Bucking Bronco, The, 86
Business letter, 53–71
But, 195, 198, 199
By-laws, constitution and, 96; committee on, 89, 95, 96

Camping, 165
Capitalization, 254, 293; outline, 254; letter, 25, 55, 254
Card catalog, 41
Cartoons, 37, 111, 120, 192, 199, 204, 205, 269
Case, nominative, 201, 226, 227, 313; possessive or genitive, 291, 292; objective, 226, 313, 314; of per-

sonal pronouns, 226, 227; of pronouns in complex sentences, 226, 227; with gerund, 185, 186
Catalog, card, 41
Cause and effect, in building paragraphs, 14, 15; in thinking, 123, 124
Chairman, 89; addressing the chair, 90; duties of, 92; in discussion, 133, 134
Claim letter, 62, 63
Class paper, 155
Clauses, principal, 195–200; subordinate, 200–237; adjective, 200–208, 214, 215; adverb, 208–215; noun, 213–217; restrictive and nonrestrictive, 205–207
Clearness, in explanation, 45; in letter, 60, 61, 62; in speech, 108, 109, 114; sentence, 249, 250, 252, 253
Club, the class as a, 89–99
Cognate object, 313
Coherence. See *Arrangement*, *Connectives*, and *Clearness*
Colloquial English, 27
Colon, 55, 258
Comfortable Room, A, 84
Comma, direct address, 255; appositives, 55, 255; series, 255, 256; addresses and dates, 25, 54, 55, 256; parenthetical expressions, 256; contrasting expressions, 257; *yes* and *no*, 257; clearness, 257; nonrestrictive phrases, 188–190; absolute construction, 190, 191; compound sentences, 198–200; nonrestrictive clauses, 206, 207; introductory adverb clauses, 211; before *as*, *since*, *for*, 211; direct quotations, 216; salutation and complimentary close, 25, 26, 55, 56, 257
Committees, appointment of, 89, 92; standing, 92; special, 92; chairman of, 92; report of, 92, 95
Comparative degree, use, 237, 238
Comparison, in building paragraphs, 11–14; in describing, 78–80, 165
Complements. See *Predicate nominative*, *Direct object*, *Indirect object*, and *Predicate objective*
Complex sentences, 200–225, 269, 270; adjective clauses, 200–208, 214, 215; adverb clauses, 208–215; noun clauses, 213–217; correct verbs and pronouns, 226–237
Complimentary close, 26, 55, 56
Compound personal pronouns, 296
Compound predicate, 197, 198, 272
Compound sentences, 195–200, 212, 213; how to recognize, 197, 198; punctuated, 198–200
Compound subject, 197, 198
Conclusion, paragraph, 20; letter, 60; speech, 114
Condition contrary to fact, 234
Conjugation, 317–321; of *to be*, 317–319; of *to see*, 319–321
Conjunctions, coördinate, 195; subordinate, 209; confusion of prepositions and conjunctions, 238, 239; correlative, 250, 251; correct conjunctions, 251, 252
Conjunctive adverb. See *Subordinate conjunction*
Conklin, George, 268
Connectives, sentence, 18, 84
Constitution and by-laws, 96; committee on, 89, 95, 96
Contractions, 27, 43, 292, 293
Contrast, 11–14
Contrasting expressions, punctuation of, 257
Conversation, 101
Could, *might*, 233
Courtesy, 131; in interview, 3, 5, 6; in letter writing, 32, 60, 62, 63, 64; in listening, 111; in debate, 138

Dactyl, 169
Dangling phrases, 192–194
Dash, 259, 260
Dates and addresses, punctuation of, 54, 55, 256
Dative case. See *Objective case*
Dawn, 177
Debating, 137–143
Declarative sentence, 254
Dependent. See *Subordinate*
Derivation of words, 278–282; Latin prefixes, 279–281; common Latin verb roots, 280–282; suffixes worth knowing, 280–282
Describing, 7, 72–88; sounds, 77, 78
Details, developing paragraphs by, 8–10; choosing and arranging in description, 81
Diagrams and pictures, in speaking, 109

Dickens, Charles, 82
Dicky, 9
Dictionary, 156–160
Direct address, punctuation of, 255
Direct discourse, 252
Direct object. See *Object*
Direct quotations, 215–217
Discussing, 128–137; standards for discussion, 134
Discussion leader, duties of, 133, 134

Edge of the Jungle, 47
Editorial, 149–151
Effect, cause and, in building paragraphs, 14, 15; in reasoning, 123, 124
Egyptian Idol, An, 107
Ei and *ie*, 294, 295
Election of officers, 91, 92, 96
Elliptical sentences, 244, 245
Emphasis, paragraph, 19–24
Encyclopedias, 41, 160, 161
Engineer Beaver Builds a Dam, 43
Enunciating, 104, 105, 305–312
Envelope, 26; how to address, 26, 56, 57
Examples, developing paragraphs by, 10, 11
Exclamation, nominative of, 313
Exclamation point, 259
Exclamatory sentence, 274, 275
Experiences, telling, 153
Explanation, letter of, 31, 32

False analogy, 124, 125
Faulty reasoning, 122–128
Fellow Passengers, 82
Figures of speech, 78–80
Folding a letter, 26, 58
For, 211
Fortunately Father said "No," 127

Genitive case. See *Possessive case*
Gerund, 184–188, 193
Grammar, 107, 181–277; participles, gerunds, infinitives, 181–194; compound and complex sentences, 195–225; correct and clear sentences, 226–264; better sentences, 265–277
Group discussion, 129–132

Habits, 101
Heading, of a letter, 25, 53, 54
Homonyms, 283, 284, 297

How I Decided to Own a Dog, 121
How to Choose Your Life Work, 102
Humbled, 151
Humor 51, 52, 102
Hunn, Flora Louise, 172
Hyphen, 295, 296

Iambus, 167, 168
Identifying, 88
Ignoring the question, 125
Imperative sentence, 254, 274, 275
Independent clause. See *Principal clause*
Index, 40, 41
Indexes, short story and drama, 162
Indirect object, 226
Infinitive, 186–188, 191–193; subject of, 314; predicate of, 314
Information, asking for, 3–5, 66–68
Interest, in speaking, 108, 109, 114
Interjections, 254; punctuation of, 259
Interrogation point, 259
Interrogative sentence, 274, 275
Interviews, 3–7; for information or advice, 3, 4; to ask permission, 5, 6; making a purchase, 7
Introduction, of letter, 60; of speech, 114; of debate, 140
Introductory adverb clause, 211, 212
Investigation of sources, reports, 40–42
Invitation, letters of, 27–30
Is. See *Be*

Junk Yard, The, 9

Lead, 144–146
Lead, principal parts of, 297
Lee, Robert E., 17
Leisure, 132
Letters, social, 25–35; business, 53–71
Library, 139, 156–163; care of books, 156; unabridged dictionary, 156–160; encyclopedias, 160, 161; short story and drama indexes, 162; your own library, 162, 163
"Librats" Still Pester Hamilton Students, 150
Limerick, 173, 174
Listening, 3, 111–114, 131; speaking and listening, 100–117
Loose, lose, 294

Magazine, school, 151–155
Mannerisms, 104, 114
Manners for Millions, 48
Margin, letter, 58
Masquerade, 154
Memorizing poetry, 117–119
Metaphor, 78
Might, could, 233
Minutes of a meeting, 93, 94
Mistaking the cause, 123, 124
Mode. See *Mood*
Modifiers, 181–183; misplaced, 249, 250
Mood, 234, 235; subjunctive, 234, 235
Motion, making a, 90; amending a, 90, 91; withdrawing a, 91; laying on the table, 91; recorded in secretary's minutes, 93; to adjourn, 96
Motion picture reviews, 49–51
Mr. Squeers, 81
Music, 165

New England Basket Maker, A, 39
News stories, 144–149
Newspaper, school, 144–151
No, yes, punctuation of, 257
Nominations, 91, 96
Nominative, predicate, 226, 227; of exclamation, 313
Nominative case, 201, 226, 227, 313
Nonrestrictive modifiers, 188–190, 205–207
Nor, 195, 198, 199
Notes, informal, 27–30; school, 32–34
Note-taking, 42, 43
Noun clauses, 213–217; syntax, 213, 214; punctuation of quotations, 215–217
Number, of pronouns, 227, 228

Object, of preposition, 226, 227; direct, 226, 227; indirect, 226, 227; secondary, 313; retained, 313; cognate, 313
Objective, predicate, 314; adverbial, 314
Objective case, 226, 227, 313, 314
Objective complement. See *Predicate objective*
Observing, 37–39, 72–74
Omissions, incorrect, 245–247
One Cause of Poverty, 14
Or, 195, 198, 199
Order, in reports, 39; in description, 81; in news story, 144
Order letter, 61, 62
Outlining, 43–45, 46–48, 102; a memory selection, 118, 119
Overworked words, 106

Paper, letter, 26, 58
Paragraph, 8–24; news story, 146
Parentheses, 260
Parenthetical expressions, punctuation of, 256, 260
Parliamentary law, 89–96
Participial phrase. See *Participle*
Participle, 181–184, 187–194, 272–274; dangling, 192–194
Passive voice, 319–321
Past participle, 191
Past perfect tense, 231, 232
Past tense, 230–232
Peggy, 8
Penguin, The, 154
Per cent, 255
Period, after declarative or imperative sentence, 254; after abbreviation, 55, 254; in quotations, 216
Permission, asking for, 5, 6
Person, 227, 228
Personification, 78
Persuading, 135–137
Phrases, prepositional, 193; participial, 181–184, 187–194; nonrestrictive, 188–190; dangling, 192–194
Picture-making words, 76, 77, 85
Picturing, 72, 84
Plaint, 177
Planning, reports, 43–47; speeches, 102, 114
Plural, in *os* and *oes*, 294
Poetry, 153–155; writing verse, 164–178
Point of view, description, 81
Possessive case, of nouns, 291, 292; of personal pronouns, 291; of relative pronouns, 201
Posture, 104, 114
Predicate, compound, 197, 198; of infinitive, 314
Predicate nominative, 226, 227
Predicate objective, 314
Prefixes, Latin, 279–281
Preparation, for interview, 3, 5; for reporting, 37; for discussion, 129, 130

Prepositional phrases, 193
Prepositions, object of, 226, 227; confusion of prepositions and conjunctions, 238, 239
Present tense, 191, 192, 232
President, duties of, 92
Principal, principle, 297
Principal clause, 195–200
Principal parts of verbs, 157, 158, 314–317
Principle, principal, 297
Program Committee, clubs, 96, 97
Programs, club, 96, 97; suggestions for, 97–99
Pronouns, case of, 226, 227; agreement with antecedent, 227, 228, 252, 253; relative, 201–205, 252, 253
Pronunciation, 104, 105, 157, 305–312; practice and matches, 310–312
Proof, in discussion, 128, 129, 131; in debate, 138, 139, 140
Publication, writing for, 144–155; school newspaper, 144–151; arrangement of news story, 144; lead, 144–146; paragraph, 146; accuracy, 146; editorializing, 146, 147; editorial, 149–151; magazine, 151–155; stories, 151–153; experiences, 153; poetry, 153–155; class paper, 155
Punctuation, 254–264; of simple sentences, 188–191; of compound sentences, 198–200, 220, 221; of adjective clauses, 205–207; of adverb clauses, 211, 212; of quotations, 215–217
Purchase, standards for making a, 7
Purposes of speaking, 101, 102, 114

Question mark, 259
Questions, in interviews, 3
Quotation marks, 215, 216, 257
Quotations, 42, 109, 141
Quoting, 42, 138

Radio, 51, 52
Raggedy Ann, 176
Reasoning, faulty, 122–128; insufficient evidence, 122, 123; untrustworthy evidence, 123; mistaking the cause, 123, 124; false analogy, 124, 125; ignoring the question, 125
Reciting, 101
Redundance, syntactical, 241–244
Refutation, 137, 141
Regret, letters of, 27–30
Relative pronouns, 201–205; antecedent of, 252, 253
Repetition, 244, 275, 276
Reporting an accident, 68–70
Reports, 36–52
Requesting and Ordering, 12
Restrictive modifiers, 188–190, 205–207
Retained object, 313
Review, book, 45, 46; motion picture, 49, 50
Rhythm, 166
Rime, 170, 171

Sales talk, 116, 117
Salutation of letter, 25, 55
School magazine, 151–155
School newspaper, 144–151
Secondary object, 313
Secretary, 89; duties of, 92
Secretary's report, 93
See, conjugation of, 319–321
Seeing Poe, 153
Semicolon, 198–200, 220, 221, 257, 258
Sense impressions, 72–75; in advertising, 74, 75
Sentence, topic, 8–15; punctuation of, 254–264; compound, 195–200; complex, 200–225; elliptical, 244, 245
Series, 255, 256
Setting of "Heidi" and "Jan and Betje," The, 12
Short stories, indexes to, 162
Should, would, 233
Signature, 26, 56
Silent reading, 224, 225
Simile, 78
Since, 211
Slang, 285, 286
Slant form, 25, 26, 53–56
Snow Storm, A, 165
So, 198, 199, 269, 270
Solitude, 176
Sounds, describing, 77, 78
Sources, investigation of, 40–42; quoting, 42
Spain, 164
Speaking and listening, 100–117; standards for speakers, 114, 140, 141
Specific words, 286, 287

Spelling, 289–304; how to learn to spell, 289, 290; ten hardest words, 289; twenty hard words, 291; possessives, 291, 292; apostrophe for omission, 292; contractions, 293; capitals, 293; *el*, 293; *aid*, *o*, *ai*, 294; plurals in *oes* and *os*, 294; *ei* and *ie*, 294, 295; compounds, 295, 296; homonyms, 297; hard spots, 298; final *y*, 298, 299; final *e*, 299–301; doubling final consonants, 301, 302; single letters, 302; miscellaneous list, 303; dictation, 291, 303, 304
Stanza, 171–176
Stories for school magazine, 151–153
Strange Insect, A, 38
Subject, compound, 197, 198; case, 201, 226, 227; agreement with verb, 228–230; of infinitive, 314
Subjunctive mood, 234, 235
Subordinate clauses, 200–237
Subordinate conjunction, 209
Suffixes, 280–282
Superlative degree, use of, 237, 238
Syllabication, 157
Synonyms, 158, 282, 283
Synopsis of *to call*, 321
Syntactical redundance, 241–244
Syntax, 187, 188, 213, 214

Teaching an Elephant to Stand on His Head, 267
Tense, 230–234; of infinitive and participle, 191, 192
Tests, 217, 221, 235, 239, 262, 304
Thanks, letter of, 30, 31
That, 201–205
Then, 198
Thinking, 120–128
Too, *to*, *two*, 297, 298
Topic, limiting, 43
Topic sentence, 8–15
Topsy-Turvy Land, 172
Transitive verbs, passive of, 319–321
Trip or place of interest, reporting on, 39, 40
Trite business phrases, 60
Trochee, 169

Unity, paragraph, 15–18; sentence, 247–249
Ur, 106, 107

Variety, sentence, 182, 183, 207, 208, 212, 213, 265–277
Verb roots, common Latin, 280–282
Verbals, 181–194
Verbs, 420–433; picture-making, 76; participles, infinitives, gerunds, 181–194; direct object of, 226; indirect object of, 226; agreement of verb and subject, 228–230; tense, 230–234; mood, 234, 235; uses of subjunctive, 234, 235; conjugation and synopsis, 317–321; principal parts, 314–317
Verse, writing, 164–178; rhythm, 166; iambic, 166–168; anapestic, 169; trochaic, 169; dactylic, 169; variations in, 170; rime, 170, 171; stanza, 171–176; limerick, 173, 174; other stanzas, 175
Vocabulary, 278–288
Voice, 105, 106, 114, 131
Vowel errors, 305–309

What, relative pronoun, 201, 204
What About College? 150
Which, 201–205
While, 198, 199
Who, 201–205
Why "A Son of the Middle Border" Should Be Kept on the Home Reading List, 136
Why "The Lost World" Should Be Added to the Home Reading List, 137
Winter Night, 154
Wish, 234
Word pictures, 72, 76, 77, 109
Wordiness, 276, 277
Words, 107, 278–288; omission of unnecessary, 245–247, 275, 276; listing useful, 278; word building, 278–282; suffixes worth knowing, 280–282; synonyms, 282, 283; antonyms, 283; homonyms, 283, 284; overworked, 106, 284, 285; slang, 285, 286; specific, 286, 287; accurate, 287, 288; picture-making, 76, 77; word choice, 114
Would, *should*, 233

Yes, *no*, punctuation of, 257
Yet, 198, 199

MASTERY TESTS A AND B

NUMBER		PAGE
1.	Kinds of Sentences	217
2.	Punctuation of Compound and Complex Sentences	221
3.	Verbs and Pronouns in Complex Sentences	235
4.	Grammar	239
5.	Punctuation	262
6.	Spelling	304

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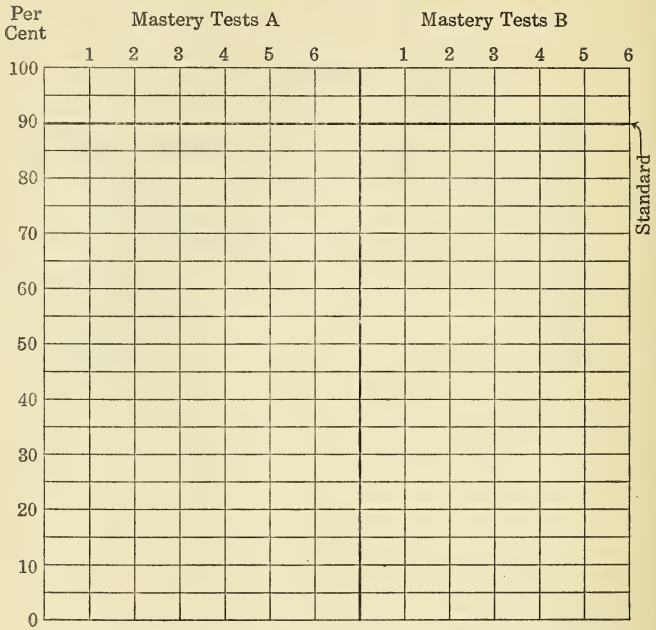

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